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ABSTRACT

This unit of study is designed to help fourth-grade students become responsible citizens. At least six weeks of instructional time of forty minutes daily will be needed for unit implementation. Planning well in advance will be essential in order to schedule law enforcement presentations and in order to secure films. Topics studied include group characteristics; rules; rights; responsibilities; rights of citizens; the need for the law; property, safety, and environmental laws; violations; child abuse; decisions; alternatives; consequences; and values. Examples of activities follow. Students view and discuss filmstrips; listen to or read and discuss stories and newspaper articles; construct class bulletin boards; discuss information provided on transparencies; identify dangerous features of toys; listen to guest speakers; and participate in skits. Objectives, suggested activities, and lists of resources needed are provided for each unit. Many student worksheets are included. (Author/RM)

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CITIZENSHIP RIGHTS AND RESPONSIBILITIES

4th Grade.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

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November 1980

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CITIZENSHIP RIGHTS AND RESPONSIBILITIES UNIT INFORMATION

PURPOSE and CONTENT

This unit is designed to help students become responsible citizens by providing information and experiences focusing on group membership, rights and responsibilities, why we have laws, how we make laws, violations of law, decision-making and values that influence choice.

IMPLEMENTATION

At least six weeks of instructional time of forty minutes daily will be needed for unit implementation. Planning well in advance will be essential in order to schedule law enforcement officer presentations and in order to secure films. Schools located in unincorporated areas will be assisted by the Pinellas County Sheriff's Department. Other schools will work with their local police.

The fifteen objectives in the unit are sequenced carefully. Teachers are asked to teach each objective, but selections may be made among the suggested activities.

MATERIALS

Multiple copies of the special films required to teach the unit will be available through the county media center. Filmstrips, booklets, activity cards and a play packet will be placed in each school media center.

Schools are expected to furnish the library books named in the unit, ditto copies of student worksheets (approximately one ream of paper per class), art supplies and transparencies made from the following resource sheets:

#1a, b, c, d	#9a, b
#3	#10j
#4	#12
#5a, b	#13a, b, c, d, e, f, g
#6a, b, f	#15a, c

ITALICS

Notes to the teacher are printed in italics.

Objectives	Resource Sheets	Worksheets	Test Sheets	Filmstrips	Films	Other
#1	#1a Groups and Non-Groups #1b Group Characteristics #1c The Wilson Elementary School Student Council #1d Groups	#1 Group Chart				
#2	#2 Clubs		#2	"Tree House" by Charles Merrill		
#3	#3 What Are Your Rights?		#3			Drawing paper and crayons
#4	#4 Responsibility is...			"Freedom and Responsibility" by S.V.E.	#371-2-087, "Taking Care of Your School Building"	Noisy Nancy Norris by Gaeddert Code of Student Conduct, Pinellas County Construction paper or oak-tag, yarn, crayons, scissors

Objectives	Resource Sheets	Worksheets	Test Sheets	Filmstrips	Films	Other
#5	#5a We the People... #5b Americans Believe #5c Ways Children Can Report Information #5d, 5e, 5f, 5g, Susan B. Anthony Script	#5a Important Rights for All Americans #5b Freedoms I Am Promised #5c Selections From the Bill of Rights #5d Research Guide		"The Case of the Blue & White Whistle" by Pathescope	#342-2-005, "Great Rights"	Magazines, drawing paper, crayons, scissors
#6	#6a UN Declaration #6b Mill Town #6c, 6d, 6e "Grandma Sarah" #6f Child Labor Laws	#6 You and the Law by 9 a.m.		"Shiver, Gobble and Snore" by L.C.A.		"Taking Part in Government" booklets by Verhoeven Mill Child by Ruth Holland
#7	#7a Kinds of Government (Dictatorship) =7b Kinds of Government (Oligarchy) =7c Kinds of Government (Absolute Monarchy)	#7a Elect Bill Barker #7b Vote for Pat Peterson #7c Law Making Puzzle		"Freedom and Government" by S.V.E.		"Taking Part in Government" booklets by Verhoeven Telephone Directory

Objectives	Resource Sheets	Worksheets	Test Sheets	Filmstrips	Films	Other
#8	#8 Fact Sheet	#8a Manatee Count #8b, 8c Help Save Wump World #8d Florida Bicycle Laws				Wump World by Peet
#9	#9a Crime in Florida #9b Guilty or Innocent?					Local newspapers
#10	#10a Vandalism Newspaper Article Law Enforcement Officer's Suggested Outline: #10b Vandalism #10d Theft/Shop-lifting #10f Assault, Battery, Weapons/ Deadly Missiles #10h Robbery, Burglary, Extortion Officer's Illustrations: #10c, 10e, 10g, 10i #10j Juvenile Arrests in Florida				#323-1-007, "The Planet of Tickle Ticklebop" "The Greenhouse" brought by police officer	"Shoplifting" play by Commercial Assurance Company

Objectives	Resource Sheets	Worksheets	Test Sheets	Filmstrips	Films	Other
#11	#11a, 11b, 11c Child Abuse Law (1979) #11d Who Do You Tell? (Guide)				#362-1-002, "Who Do You Tell?"	
#12	#12 Simple Daily Decisions					Drawing paper and crayons
#13	#13a Fight #13b Crossing Guard #13c Monkey Bars #13d Borrowing Without Permission #13e Lost Ball #13f Cafeteria Clutter #13g What Are the Alternatives?	#13a What Could You Do? #13b It's Your Decision	#13			
#14	#14 What Should Gloria Do?	#14a Escaped Prisoners #14b The Stranger #14c No School Today?			#364-1-003, "Only Benjy Knows: Should He Tell?"	

Objectives	Resource Sheets	Worksheets	Test Sheets	Filmstrips	Films	Other
#15	#15a How Do I Feel? #15b What's Important? #15c Two Criminals and their Friends #15d Vocabulary Review Crossword Puzzle Answer Key #15e Future World	#15a, 15b Vocabulary Review Crossword Puzzle	#15			Drawing paper and crayons The Sneetches and Other Stories by Dr. Seuss Encyclopedia and library resources Middle School Students "Holly's Friends" cards by American Institute for Character Education The Value of Courage: The Story of Jackie Robinson by Spencer Johnson

Objective #1

The student will name a GROUP and describe the characteristics that make it a GROUP.

(1) Two or more members, (2) Communicating, (3) Sharing beliefs about what is important and (4) Working together for a purpose.

Activities

Resources

Tell what you think a group is. Give examples of familiar groups.

Accept all responses.

View the transparency, "Groups and non-Groups." Tell what is happening in each picture. Identify characteristics common to all groups. (See objective.)

Transparency made from Resource Sheet #1a

Lead students to consider these questions about each group:

How many people are involved?
Are they communicating? How?
What do you think they believe is important? Honesty? Neatness? Beauty? Good work?
What purpose does each group have for existing?

View and discuss the transparency, "Group Characteristics."

Transparency made from Resource Sheet #1b

Read and discuss the information on the transparency, "The Wilson Elementary School Student Council." Help identify information that shows the council is a true group.

Transparency made from Resource Sheet #1c

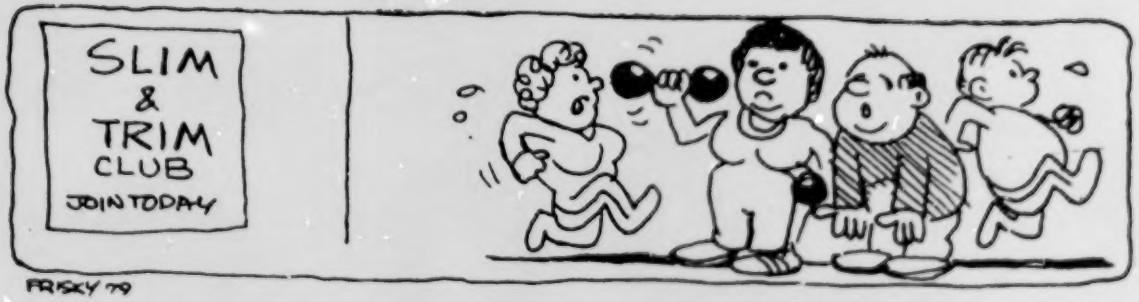
Copy this chart on the board. Complete it with information provided by the students.

Group Name	*Number*	*Ways of Communicating*	*What They Believe*	*Purpose They Work Toward*

Objective #1 (Cont.)

Discuss the groups listed on the transparency, "Groups." Use the information provided to complete the worksheet, "Group Chart."

Transparency made from Resource Sheet #1d,
Ditto copies of Worksheet #1



Evaluation

The teacher writes the following directions on the board:

Name and describe a group. Include information related to the four characteristics of a group.

Any response acceptable to the teacher fulfills the objective.

Objective #2

The student will identify appropriate RULES for a group based on information about its purpose and beliefs.

Rules: Directions that tell members of a group how to act.

Activity

View and discuss the filmstrip about a group of children who have problems when they decide to build a tree house without rules to guide them.

What was the group's purpose?
Building and having the tree house for fun
Did the group have problems achieving its purpose?
Yes
What problems?
Organization, disagreement over use
What did the group do that helped members work together to accomplish its purpose?
Made rules
What were some of the rules they made?
Listed below

Explain that rules of a group often show what beliefs a group considers important. Lead students to identify beliefs related to each rule.

For example:

Rule 1. *The tree house is open to everyone.*
Belief *Fairness, consideration of others*

Rule 2. *Pick up your own tools.*
Belief *Safety, neatness, accepting responsibility*

Rule 3. *No littering.*
Belief *Neatness, taking care of property, health*

Rule 4. *Everyone shares work and everyone is treated fairly.*
Belief *Sharing responsibility, importance of each individual*

Rule 5. *No rough playing in tree house.*
Belief *Safety*

Resources

Filmstrip, "Tree House," by Charles E. Merrill Publishing Company

Objective #2 (Cont.)

Discuss the following rules made by a family, school or city council groups. Tell which group or groups could have made each rule and what they might believe is important.

Rule	Group	Belief
Give the dog food and fresh water daily.	*Family*	*Kindness to animals* *Being responsible*
Complete homework.	*Family* *School*	*Learning*
Make your bed when you get up.	*Family*	*Being responsible* *Neatness*
No dogs are allowed on the city beach.	*City Council*	*Safety* *Health*
Tell the truth.	*Family* *School*	*Honesty*
Take turns at the water fountain.	*School*	*Getting along* *Safety* *Fairness*
Lock your bike.	*Family*	*Protecting property*
No roller skating is allowed in city streets.	*City Council*	*Safety*

Meet with a small group. Read the information given on one of the cards from the resource sheet, "Clubs." Choose a name for the club described. Write at least four rules appropriate to the club's purpose and beliefs. Read the club description, name and rules to the class. Explain why they are appropriate.

Resource Sheet #2

Distribute one card cut from the resource sheet to each group.

Evaluation

The student completes Test Sheet #2 with no errors. *Key: 1. b and c 2. a and c 3. b and c*

Ditto copies of Test #2

Objective #3

The student will recognize the RIGHTS of group members protected by the rules of the group.

Rights or freedoms: Things you are allowed to do.

Activity

View the transparency and respond to the question, "What Are Your Rights?"

Draw and label a picture illustrating a right that you have as a member of your school class. Choose a right that is important to you.

Examples:

Use textbooks free	Be safe on the playground
Use A-V equipment	Work without disturbance
Go to the library	Have a place for private property
Talk to friends	Learn new things

Share your picture with the class. Decide whether each picture shown fits the definition of a right. (See objective.)

Name possible rules that would protect the rights illustrated.

Discuss the rules listed below which apply to members of a community group (citizens) who use the community's public property. Decide what rights are protected by these rules.

Citizens Using the Library

Return books on time	*Right to take books home*
Take care of books	*Right to read books that are not damaged*
Be quiet	*Right to browse or read without being disturbed*

Citizens Using the Park

Do not pick the flowers or dig up the plants	*Right to enjoy beautiful growing things*
Do not litter or leave food on picnic tables	*Right to use a clean picnic area*
Put used paper towels in the restroom trash can	*Right to use an orderly restroom*

Resources

Transparency made from Resource Sheet #3

Drawing paper and crayons

Objective #3 (Cont.)

Evaluation	
The student completes Test Sheet #3 recognizing the rights which are protected by rules. *Key:* b, c, i, k	Ditto copies of Test Sheet #3

Objective #4

The student will describe RESPONSIBILITIES related to given rights.

Responsibility: What you are expected to do.

Activities

Resources

Listen to the story about a noisy little girl who disturbed her neighbor.

Noisy Nancy Norris by Lou Ann Gaeddert, Doubleday and Co.

Discuss these questions:

Does Nancy have the right to make noise? Explain.
Yes. The right to freedom of speech means she may talk and express herself.

What right of Mrs. Muffle's was involved? Explain.
Mrs. Muffle had a right to live in peace and quiet.

How did Nancy go "too far" with her right and abuse Mrs. Muffle's right?

What should Nancy be expected to do?

What is meant by "respecting the rights of others?"

View and discuss the cartoon transparency, "Responsibility is..."

Transparency made from Resource Sheet #4

Discuss home responsibilities related to these rights:

Right	*Examples of Responsibilities*
To watch TV	*Keep volume low; take turns choosing programs*
To have friends over	*Get permission; have friends follow family rules*
To have food to eat	*Don't waste; eat or at least try what is served*
To have clothing to wear	*Take care; change for play*
To have a place to live	*Help with dishes or yard; keep room clean*

"Right" is used broadly to include both rights and privileges. Privileges may be withdrawn--TV watching for example. Do not attempt to distinguish unless students bring up the issue.

Invite the school principal to discuss student responsibilities related to the right to an education. For example, behavior, respect for school personnel and fellow students and dress code. Refer to "Code of Student Conduct" as a guide.

School principal and reference copy of "Code of Student Conduct - Pinellas County, Florida"

Objective #4 (Cont.)

View and discuss the film about caring for the school building. Identify needs within your school and plan a project to encourage others to be responsible.

County film =371-2-087, "Taking Care of Your School Building"

Discuss the specific responsibilities related to these school rights:

To use textbooks	To learn from a teacher
To talk to friends	To ride a bicycle to school

Work with a group to make a list of responsibilities related to the right to use the school cafeteria, library, restrooms and playground. Have a recorder take notes to share with the class.

View and discuss the filmstrip showing that freedoms (rights) and responsibility are always related. Discuss these questions:

Filmstrip, "Freedom and Responsibility" from Freedom: What It's All About by S.V.E.

How did the story of the pink bird make you feel?
Could this really have happened?
It has been said that sometimes we don't appreciate something until we lose it. How do you feel about that?
What would it be like to have no freedom or rights?
What did the filmstrip mean when it said that along with every freedom we have, we have a responsibility?
What can we do to "take care" of our freedoms or rights?

Choose a right or freedom that is important to you. Print it on a strip of heavy paper. Draw several small pictures showing responsibilities related to the right. Make a hanging display by attaching the pictures to the "right strip" with yarn.

Construction paper, oaktag or carnival paper, yarn, crayons or markers

Evaluation

The teacher writes the following list of rights on the board:

To ride a bicycle	To watch TV	To bring snacks to school
To earn money	To have a desk at school	To be taught by a teacher
To have a pet	To vote for leaders	To speak an opinion

The student selects any six rights, lists them and describes a responsibility related to each one.

Any response acceptable to the teacher fulfills the objective.

Objective #5

The student will describe five RIGHTS the people of the United States believe are important.

Activity	Resources
View the transparency, "We the People of the United States." Discuss whether Americans are a group. *Americans are a group. Though all members do not know each other personally, they share common purposes and beliefs about important matters such as freedom and rights. They communicate indirectly through people they elect to office.*	Transparency made from Resource Sheet #5a
View the transparency, "Americans Believe." Which phrase means that everyone has the same rights? Which means that people are allowed to live safely and be free to make choices about their work and play? Which means that voters must give their O.K. or permission? *For additional background, see the off-adoption text, The Making of Our America, Allyn and Bacon, pp. 126-129, pp. 140-143 LV II.*	Transparency made from Resource Sheet #5b
Complete and discuss the worksheet, "Important Rights for Americans." *Key: 1. c 2. a 3. c 4. d 5. b*	Ditto copies of Worksheet #5a
Complete the worksheet, "Rights and Freedoms I am Promised by the Bill of Rights" using the worksheet, "Selections from the Bill of Rights," as a resource. *Key: 1. b 2. i 3. a 4. k 5. b 6. g 7. e 8. h*	Ditto copies of Worksheets #5b and 5c
View and discuss the cartoon film about the Bill of Rights.	County film #342-2-005, "Great Rights"

Objective #5 (Cont.)

View and discuss the filmstrip about a boy named Calvin who was accused of the crime of shoplifting.

Filmstrip, "The Case of The Blue and White Whistle" from Law and Justice for the Intermediate Grades, Making Value Decisions by Pathescope Educational Films, Inc.

Before showing the filmstrip, list on the board the beliefs Americans have about the rights of people accused of crimes. These rights are based on Amendment #5 of our Bill of Rights--a person's right to due process of law. Discuss the meaning of each belief with the students.

1. *The right to be considered innocent until proven guilty.*
2. *The right to be present when accusations are made against you.*
3. *The right to ask questions of the persons making the accusations.*
4. *The right to have the opportunity to state your case.*
5. *The right to expect those sitting in judgment to be fair and unbiased.*

During the viewing, add these questions to those presented on the filmstrip:
After frame 41 - Did the boys give Calvin the right to be considered innocent until proven guilty? Why? Why not?
After frame 46 - Include discussion of rights 2-5 above.
At the end of the filmstrip discuss with students the importance of protecting these rights for all people every day, in school or out.

Use the research guide provided on the worksheet to find out about people who have played an important role related to the rights of children, women, black Americans or American Indians.

Ditto copies of worksheet #5d

Not all students will have the necessary reading skills to use the encyclopedia successfully. A research project could be assigned only to those students who have the skills or to groups of 2 or 3 students where their skills could be combined.

As a follow-up to their research students may select various ways of sharing their information. The resource sheet, "Ways Children Can Report Information," provides suggestions.

Resource Sheet #5c

Use the Susan B. Anthony script to put on a play for your classmates.

Resource Sheets #5d, e, f, g

The Susan B. Anthony script was used as a part of Dunedin Elementary School's "Historical Figures" program presented to its students during the 1979-80 school year.

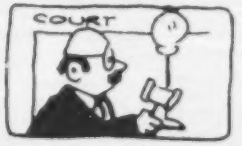
Objective #5 (cont.)

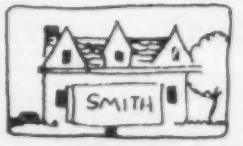
Construct a class bulletin board entitled, "Our Rights as Americans." Draw or cut pictures from magazines showing rights you enjoy as a member of a family, a school and a nation.

Magazines, scissors, drawing paper, crayons or markers

Discuss the meaning of the Pledge of Allegiance phrase by phrase. Identify the words that name rights which are valued by Americans. Ex. Liberty (freedom) and justice (fairness).

Interested students may wish to use an encyclopedia to find when and why the pledge was written and what changes have been made in it.





Evaluation

The teacher asks the student to describe any five rights people in the United States believe are important.

Any response acceptable to the teacher fulfills the objective.

Objective #6

The student will describe what might happen if there were no LAWS protecting people's safety, property or rights.

Laws: Special rules which are enforced by the police and courts.

Activities

View and discuss the filmstrip about three friends who leave the kingdom for a land where there are no rules.

What did Gobble do in the new land?
Was there any reason he shouldn't do it?
What did Shiver do?
Was there a rule against it?
What did Snore do?
Was there a rule about this?
Why did the three friends decide they needed rules?
"To help us live together without fighting"
What was meant by the statement, "Everybody could still do what he wanted as long as it wasn't bad for someone else?"

Discuss the definition of law.

Read about how laws protect rights.

Determine which of the statements below are laws.

Do not waste paper towels.
You must be 16 years old to get a driver's license. *Law*
You may not break into another person's dwelling or vehicle without permission. *Law*
Do not leave the refrigerator door open.
Wait your turn in the lunchroom line.
No dogs are allowed on the beach. *Law*

Resources

Filmstrip "Shiver, Gobble and Snore" from Basic Concepts in Social Studies, by L.C.A. (Also available as county film #340-1-002. No additional copies were purchased for this unit.)

"Taking Part in Government" booklet by Elizabeth Nutting Verhoeven, Silver Burdett Company, pp. 2-11

Objective #6 (Cont.)

Read the worksheet, "You and the Law by 9 a.m." Notice that laws continually affect your life. Explain the purpose of each law described.

Ditto copies of Worksheet #6

View and discuss the transparency, "UN Declaration of the Rights of the Child."

Transparency made from Resource Sheet #6a

Discuss each of the rights with the students. Explain that in our country most of these rights are protected by laws, such as child abuse and neglect laws, child labor laws, equal opportunity laws and compulsory education laws.

View and discuss the transparency showing a mill town about 70 years ago.

Transparency made from Resource Sheet #6b

Listen to descriptions of the hard life some children had before there were laws to protect their rights.

Mill Child by Ruth Holland, Crowell-Collier Press

Read p. 15-19 (only to the end of the top paragraph)
p. 85 (paragraph 3
p. 86 (end of the top paragraph) about the life of a mill child
p. 77 (paragraph 2)
p. 79 (to the last sentence)
p. 80 (paragraph 2)
p. 82 (end of the top paragraph) about the life of a mining child

If you wish you might show pictures found on pp. 18, 30, 60-61, 78-79, 115 and 122.

Discuss with students: What work did children do? How did their work affect their health? Safety? Happiness? Education? Which of the UN children's rights were being denied those children working in mills and mines?

Participate in the play, "Grandma Sarah."

Resource Sheets #6c, 6d and 6e for three cast members

Objective #6 (Cont.)

View and discuss the transparency, "1978 Florida Child Labor Laws."

Transparency made from Resource Sheet #6f

Sample questions:
- What is meant by a minor?
- What is meant by hazardous occupations?
- If there were laws like these during the time of Mill Child how might they have changed the lives of the children working in mills and coal mines?

Not all sections of the Florida Child Labor Law have been included on the transparency.

Evaluation

The teacher writes the test question on the board.

What might happen if there were no laws protecting people's property, safety or rights?

The student responds in writing.

Any response acceptable to the teacher fulfills the objective.

Objective #7

The student will explain how electing REPRESENTATIVES allows people to share in law making.

Representative: Someone who acts in place of others.

Activities

View and discuss frames 1-22 of the filmstrip about our government.

Resources

Filmstrip "Freedom and Government" from Freedom: What's It All About, frames 1-22 only by S.V.E.

View or participate in the skits, "Kinds of Governments," using the script provided on the resource sheets. Discuss the different ways laws were made. Contrast this with our representative form of government.

Ditto copies of Resource Sheets #7a, #7b and #7c as needed

Read about our representative government.

Other portions of this booklet may be used with a Florida study or with the fifth grade Social Studies program. Resist the temptation to use the entire booklet at this point.

"Taking Part in Government" booklet by Elizabeth Nutting Verhoeven, Silver Burdett, pp. 12-22, 39 and 40

Study the information provided on the worksheets about the candidates Bill Barker and Pat Peterson. Role play an election campaign with posters, theme songs and speeches. Vote for the candidate you would want to represent you in making laws.

Ditto copies of Worksheets #7a and #7b

Locate Washington, D.C. and Tallahassee, Florida on a map. Tell where your representative would go if he or she were elected to the state legislature and would help make laws only for Floridians. Tell where laws are made that apply to everyone in the U.S.A.

Complete the worksheet, "Law-Making Puzzle."

Ditto copies of Worksheet #7c

Key:

Across	Down
3. State	1. Election
6. Government	2. Representative
7. Candidate	3. State
8. Law	4. Democracy
9. Congress	5. Washington, D.C.

Objective #7 (Cont.)

Invite a local commissioner or state representative to explain how he or she knows what the people want to become a law.

Resource Person--see the "Citizen's Guide to Government" page in the telephone directory

THE FAMILY CIRCUS

"Can we go in there and see if our senators are doin' any work?"

The Family Circus by Bil Keane, Reprinted Courtesy The Register and Tribune Syndicate, Inc.

Evaluation

The teacher writes the question on the board.

The student briefly explains the process of electing representatives to make laws for us.

Any response acceptable to the teacher fulfills the objective.

Objective #8

The student will describe three LAWS related to protecting the environment, safety or property and explain what is protected by each law.

Activities

Resources

Environment

Explain what is meant by "natural environment." Give examples of Florida's natural environment and laws that relate to its protection.

The natural environment is everything around us that is not made by people--plants, animals, beaches, waterways, etc.

Read and discuss the newspaper article, "Manatee Count is Dwindling." Suggest ways people can help in the campaign to save the manatee. Think of ways to use the "Save the Manatee" emblem shown beneath the newspaper article on the worksheet.

Ditto copies of Worksheet #8a

Write for brochures and other information related to the protection of Florida's panthers, manatees and bald eagles.

Florida Department of Natural Resources
Division of Law Enforcement
Tallahassee, Florida 32304

The Florida Handbook and other library resources contain limited information on these animals.

Predict whether all states have the same or different laws to protect their environment. Explain your answer.

Certain laws, such as those related to air and water, may be similar. Do we need laws to protect baby seals? Do all states need manatee or alligator protection laws?

View the illustrations and listen to the story of Wump World.

Wump World by Bill Peet, Houghton Mifflin Company and ditto copies of Worksheets #8b, 8c

Complete the worksheets, "Help Save Wump World!"

Key: 1-g 2-e 3-c 4-h 5-j 6-b 7-a 8-f 9-d 10-i

Objective #8 (Cont.)

Safety

Bring in samples of toys that are popular with children under ten years old. Identify dangerous features.

Resource Sheet #8

Present information from the "Fact Sheet," Resource Sheet #8, naming toys that cause the most hospital emergencies.

Explain that the law gives the U.S. Consumer Product Safety Commission the power to ban toys that are dangerous. Share information describing dangerous characteristics.

Read and discuss the bicycle laws from the worksheet, "Florida Bicycle Laws."

Ditto copies of Worksheet #8d

Select one of the bicycle laws which you frequently see broken; illustrate it.

You may wish to order a bicycle safety film if your students' response indicates a need for more information.

County film #614-2-012, "One Got Fat" or #614-1-006, "I'm No Fool on a Bicycle"

Local police departments usually have "Bicycles are Beautiful" with Bill Cosby

Property

Discuss the meaning of "private property" and "public property."

Public property-things owned by all people together for everyone to use
(Gr. 2 Consumer Education)

Private property-things owned by individuals or groups for their use only
(Gr. 2 Consumer Education)

Objective #8 (Cont.)

Tell which of these actions are examples of violations of laws protecting private property from damage, trespassing or theft.

a. Billy walked his dog on a neighbor's yard where there was a big "Keep Out" sign. *Violation. Billy trespassed.*

b. Jan and Susi walked home from school on a sidewalk that was in front of Mr. Cracken's house. *No violation. The sidewalk is public property.*

c. Andy broke the red flag off Mrs. Garcia's mailbox as he walked down the street. *Violation. Damaging property on purpose is vandalism.*

d. Hazel and Roy picked tangerines that hung over in their yard from the tree that grew in their neighbor's back yard. *Violation. This is theft.*

e. Charlie's friend sneaked up on Mr. Bailey's porch and took the hanging basket of ferns. *Violation. This is theft.*

Remind students that they have been studying laws related to the environment, to people's safety and to the protection of private property. In earlier objectives we learned that rules and laws are made by group members--or by their representatives--to protect the rights of group members. The laws we have studied show that we feel people have the right to share an unspoiled natural environment, the right to be safe and the right to own property.

Evaluation

The teacher asks the students to describe three laws and tell whether each is related to protecting the environment, protecting safety or protecting private property.

The student responds by describing three laws as directed.

Any response acceptable to the teacher fulfills the objective.

Objective #9

The student will recognize that violations of criminal law (crimes) are classified as FELONIES or MISDEMEANORS and identify which carries the greater penalty.

Felony: A serious crime punishable by death or imprisonment in the state prison for one year or more. Ex.-Murder, grand theft (value over $100), serious vandalism, burglary, robbery, extortion, throwing a deadly missile and most drug violations.

Misdemeanor: All crimes other than felonies. Punishable by a fine or imprisonment for up to one year in the county jail. Ex.-Littering, petty theft (value under $100), minor vandalism.

Activities	Resources
View and discuss the transparency, "Crime in Florida." Does it show that most people in Florida obey criminal laws or that most people break laws and are arrested? *Since most people who break the law do so more than once, the 400,000 arrests actually do not represent 400,000 different people.* *More than 1/3 of the arrests in St. Petersburg are juveniles.*	Transparency made from Resource Sheet #9a
View the transparency, "Guilty or Innocent?" Discuss each case and determine whether you think the people involved violated the law. Did the people in each case commit a crime if they did not know the law? *Ignorance of the law is no excuse.*	Transparency made from Resource Sheet #9b
Collect newspaper articles reporting crimes. Use them to construct a bulletin board, for graphing data or to classify as an activity in the next objective. *At this point students cannot be expected to distinguish between crimes such as robbery and burglary.*	Local newspapers
Number these violations 1-4 in the order you consider most serious to least serious. Discuss whether all violations of the law should have the same penalty. Murder Overparking Littering Car Theft "Joyriding"	

Objective #9 (Cont.)

Discuss the difference between a felony and a misdemeanor.

The Florida State Prison is at Raiford. The Pinellas County Jails are in Clearwater and near the St. Petersburg-Clearwater Airport on 49th Street North.

Explain that the laws we have discussed involving crimes are criminal laws. Other laws such as those related to marriage, divorce, wills, adoption, sales, etc. are called civil laws.

Evaluation

The teacher copies the test items on the board.

The student numbers a paper and writes the correct answers.

1. How are all violations of a criminal law classified?

   a. Fines and imprisonment
   b. Felonies and misdemeanors (*Correct*)
   c. Murders and robberies

2. Which is the more serious and carries the greater penalty?

   a. Felony (*Correct*)
   b. Misdemeanor

Objective #10

The student will recognize the following VIOLATIONS of the law: (a) vandalism, (b) theft/shoplifting, (c) burglary, robbery, extortion, (d) assault, battery, throwing a deadly missile.

See glossary for definition of terms.

Activities	Resources
Schedule presentations by police officers well in advance. Provide officers with copies of the suggested lesson outlines and transparency masters (Resource Sheets #10b-h) if they do not have copies of this unit. Anticipate that each of the officer's four lessons will require forty-five minutes. If you cannot or do not wish to schedule all four lessons, select those which you feel are most appropriate for your students' needs.	
Refer to the vandalism newspaper article reprinted on the resource sheet for background information.	Resource Sheet #10a
Invite a law enforcement officer to present the lesson on vandalism as outlined on the resource sheet. *Have a screen, 16mm projector, small empty reel and overhead projector ready. The officer will bring the film, "The Greenhouse," and a transparency made from Resource Sheet #10c.*	Officer, Resource Sheet #10b, transparency made from Resource Sheet #10c and film, "Greenhouse"
Invite a law enforcement officer to present the lesson theft/shoplifting as outlined on the resource sheet.	Officer, Resource Sheet #10d, and transparency made from Resource Sheet #10e
View and discuss the film about vandals on the Planet of Ticklebop. *Additional copies of this film were not purchased for use with this unit, but you may wish to attempt to schedule it.*	County film #323-1-007, "The Planet of Ticklebop"
Observe or participate in the skit, "Shoplifting." Discuss the questions and information that accompany the script.	Ditto copies of "Shoplifting," Play 4 from "Play a Part in Crime Prevention" by Commercial Union Assurance Company

Objective #10 (Cont.)

Invite a law enforcement officer to present the lesson on assault, battery, weapons and deadly missiles as outlined on the resource sheet.

Officer, Resource Sheet #10f, transparency made from Resource Sheet #10g

Determine whether the action in each situation best fits the definition of assault or battery.

Assault - Threatening someone or trying to hit someone
Battery - Hitting someone

1. Lucy shook her finger at Snoopy and screamed. Snoopy trembled in fear.
   Assault

2. Snoopy kicked Woodstock off his doghouse.
   Battery

3. Lucy clenched her fist and screamed at the frightened Linus, "Don't you call me chubby anymore or else!"
   Assault

4. Lucy made a fist and said to Snoopy, "Kiss me again and I'll slug you for sure!"
   Assault

5. Snoopy walked into the outfield, gave Lucy a swift kick and yelled, "Wake up and play ball!"
   Battery

Invite a local law enforcement officer to present the lesson on robbery, burglary and extortion as outlined on the resource sheet.

Officer, Resource Sheet #10h and transparency made from Resource Sheet #10i

Complete and discuss the worksheet, "Whom Would You Charge? With What?"

Ditto copies of Worksheet #10

Key:
1. *Throwing a deadly missile*
2. *Battery*
3. *Theft*
4. *Theft/shoplifting and battery*
5. *Burglary*
6. *Assault*

Objective #10 (Cont.)

Discuss the information provided on the transparency, Juvenile Arrests in Florida." Decide whether the crimes listed increased (up +) or decreased (down -) from 1978 to 1979. Suggest causes and preventive measures that could help reduce juvenile crime.

Transparency made from Resource Sheet #10j

Evaluation

The student completes Test Sheet #10 correctly identifying each violation.

Key: 1. Theft/shoplifting 2. Battery 3. Burglary 4. Vandalism 5. Robbery 6. Assault 7. Extortion 8. Throwing a deadly missile

Objective #11

The student will explain what is meant by CHILD ABUSE and define the term SUPPORT SYSTEM.

Support system: People to whom you may turn for help with a problem whether it is a personal problem or the problem of a friend.

Activities

The film used as the basis for instruction on child abuse deals with child molesters, child beaters and "touchers." It has been reviewed by principals who serve on the Law Education Advisory Committee, the Department of Elementary Education supervisory staff, th Supervisor of Social Workers and representatives from community agencies.

Because of the delicate nature of the subject of child abuse and because of the legal obligations of school personnel, it is strongly recommended that the classroom teacher confer with the school principal, guidance counselor and social worker prior to the introduction of the topic to students. The Pinellas County School System policy related to child abuse should be reviewed and the film previewed. If the teacher feels uncomfortable dealing with the topic, another person such as the guidance counselor or a representative from a community agency may be invited to assist. However, the teacher should seek to become prepared to respond to the issue with reasonable ease. Refer to resource sheets, "Child Abuse Law (1979)."

Resources

Resource Sheets #11a, 11b, 11c

View and discuss the film about problems with child molesters, child beaters and "touchers."

Use the questions provided on the resource sheet, "Who Do You Tell?" as a guide.

County film #362-1-002, "Who Do You Tell?" and Resource Sheet #11d

Draw a picture showing people in your family or community support system to whom you could go with a problem that affected you or a friend.

Evaluation

The teacher writes the questions on the board:
1. What is child abuse?
2. What is a support system?

The student responds in writing.

Any response acceptable to the teacher fulfills the objective.

Objective #12

The student will give examples of five recent personal DECISIONS.

Activities

Resources

View the transparency, "Simple Daily Decisions." Complete the transparency through discussion of decision-making situations you have at school and after school.

Transparency made from Resource Sheet #12

List on the board other decision-making situations you have or have had.

Interview several adults to find out what they consider to be the most important personal decisions people make (or they have made) in life.

Draw a picture or write a short paragraph about a decision that was hard for you to make. Explain your decision.

Drawing paper and crayons

This activity should be handled so as not to invade privacy. Decisions described should be those students feel comfortable discussing.

Evaluation

The teacher asks the student to list at least five decisions that he/she has recently made.

The student responds in writing.

Any response acceptable to the teacher fulfills the objective.

Objective #13

The student will state the problem and identify at least three ALTERNATIVES in given decision-making situations.

Alternatives: Possible choices.

Activities

Resources

Listen to the stories, "Fight," "Crossing Guard" and "Monkey Bars," as you view the transparencies illustrating them. Identify the problem in each story and list possible alternatives.

Avoid evaluating the alternatives at this point.

"Fight"

As you are walking toward the bike rack to meet your brother after school, you see a group of children in a circle yelling excitedly. Curious, you walk over to the group. You are very upset to see that your brother is being beaten up by a bigger boy. What are your alternatives?

Transparency made from Resource Sheet #13a

"Crossing Guard"

Your younger brother, Jimmy, is very careless about crossing streets. He has nearly been hit by cars on more than one occasion. This has caused your parents some serious concern. They are afraid his carelessness may some day result in his injury or death. Your parents warned Jimmy that all TV privileges would be withdrawn for a week the next time they found he had darted across a street. On your way to school you see this scene. Catching up with Jimmy you tell him that you are going to tell your parents what you saw. Jimmy begs you not to tell and promises you his fifty cents-a-week allowance for the next month if you do not tell on him. What are your alternatives?

Transparency made from Resource Sheet #13b

"Monkey Bars"

Your sister, Marcia, and her friend, Trudy, are teasing your little brother, Joey. Joey is really frightened. You try to help him, but Marcia and Trudy tell you to mind your own business. Trudy, who is bigger and stronger than you, pushes you down. What are your alternatives?

Transparency made from Resource Sheet #13c

Objective #13 (Cont.)

Work as a member of a small group to identify the problem and alternatives in each of the three situations shown on the transparencies, "Borrowing Without Permission," "Lost Ball" and "Cafeteria Clutter."

Transparencies made from Resource Sheets #13d, 13e, 13f and five or six copies of Worksheet #13a for recorders only

Divide the class into groups of five.
Select a recorder for each group. Give the recorder a copy of the worksheet, "What Could You Do?"
Show one transparency at a time to the entire class.
Allow work time for individual groups to discuss the problem and possible alternatives and to have their responses recorded.
Lead a total class discussion allowing each group to share.
Repeat the procedure with the two remaining transparencies.
Do not attempt to evaluate the alternatives suggested at this time.

Complete and discuss the worksheet, "It's Your Decision."

Ditto copies of Worksheet #13b

Credit: Ideas for the story situations in this objective are based on the B.F.A. value study print set "School" which is no longer available.

Evaluation

The teacher projects the transparency, "What Are the Alternatives?" and distributes the test sheet of the same title.

Ditto copies of Test Sheet #13 and transparency made from Resource Sheet #13g

The student completes the test sheet stating the problems and listing three alternatives for each situation. Any response acceptable to the teacher fulfills the objective.

Objective #14

The student will predict CONSEQUENCES related to alternatives in a given situation.

Consequence: What happens as a result of an action.

Activities

View the film about Benjy and the shoplifter. Discuss Benjy's alternatives and what could happen as a result of each alternative.

Resources

County film #364-1-003, "Only Benjy Knows: Should He Tell?"

Listen to the story, "What Should Gloria Do?" Identify the problem then list alternatives and consequences on the board in chart form.

Resource Sheet #14

Problem	
Alternatives	Consequences
1.	
2.	
3.	

Work as a member of a small group to identify alternatives and consequences for each of the problems stated on the worksheets, "Escaped Prisoners," "The Stranger" and "No School Today."

Divide the class into groups of five.
Select a recorder for each group. Give each recorder a copy of the worksheet.
Have the recorder read the problem aloud to the group and record the alternatives and consequences they suggest.
Call time. Lead a total class discussion allowing groups to share.
Repeat the procedure with the two remaining worksheets.

Ditto copy of Worksheets #14a, 14b and 14c for each recorder

Objective #14 (Cont.)

Evaluation

The teacher copies the problem chart on the board.

Problem	
You and your little sister are home alone at 9:30 at night. You hear noises outside the house which sound like a prowler. What do you do?	
Alternatives	Consequences
1. Go outside and investigate.	1.
2. Hide in the closet.	2.
3. Call the police.	3.

The student lists at least one possible consequence for each alternative on the problem chart.

Any response acceptable to the teacher fulfills the objective.

Objective #15

The student will recognize VALUES that influence choice in given situations.

Values: Things that are important to us or that we believe in.

Activities

Resources

Discuss each of the sets of choices below. Vote to show the one which would be most important to you if you had to choose.

1. A new friend or straight A's on your report card *Friendship-Achievement*
2. Being rich or being healthy *Wealth-Health*
3. Being the most popular person in class or the best musician *Popularity-Skill*
4. Having things everyone else has or being honest *Possessions-Honesty*
5. Keeping a promise or getting an award *Trust or dependability-Recognition*

Read one set of choices aloud at a time.
Have students vote by raising hands.
Ask students whether they are surprised that people's values differ. Why not?
Lead a discussion of ways a person's actions are influenced by his or her values.

Write endings to starters from the transparency, "How I Feel". Share your responses with classmates and ask them to identify your values.

Transparency made from Resource Sheet #15a

List values named on the board for reference later.

Draw a self portrait. On the background write words naming some of your values.

Drawing paper and crayons

Listen to the story about the Sneetches. Tell what was important to each group of Sneetches. Identify choices they made which relate to their values. Identify a value that you think was important to the author of the story. *Equality*

The Sneetches and Other Stories by Dr. Seuss, Random House

This story is part of county film #002-2-026, "Dr Seuss on the Loose."
Additional copies were not purchased for use with this unit, but you may wish to attempt to schedule it.

Objective #15 (Cont.)

Observe or participate in a role play and discussion of the situations from the resource sheet, "What's Important?"

Resource Sheet #15b

Describe a situation from the resource sheet.
Ask for volunteers to take roles.
Explain that the role-takers will decide how to act and what to say. They do not have to make the same choices as they personally might make.
Cue observers to try to identify the value that influences each action shown.
Allow role play to occur. If you wish, permit observers to signal a "freeze" to ask questions.
Lead a discussion of the values involved.

Listen to the story of Jackie Robinson's life. Explain what is meant by courage. Recall examples of his actions that were based on the value of courage.

The Value of Courage: The Story of Jackie Robinson by Spencer Johnson

Your media center may have other titles in this series such as The Value of Respect: The Story of Abraham Lincoln.

Select a person you admire to research. Choose someone who is recognized for achieving something he or she believed in (valued). Use the suggested outline below:

Encyclopedia and other library resources

_____
Name of Person

I. Childhood
   A. Birthplace and date
   B. Education
   C. Special problems or advantages
II. Accomplishment
   A. What the person is known for doing
   B. Who benefits from the accomplishment
III. Values
   A. An important choice the person made
   B. What the person believed was important

You may wish to allow students to have a dress-up day when they come to school costumed as the person they have selected and share the information they have gathered.

Objective #15 (cont.)

Listen to the newspaper stories, "Two Criminals and Their Friends." Tell what you think might have been important to each of the criminals when they were younger and choosing their friends. Discuss the kinds of friends you hope to have in middle school and later in life.

Lead students to see that people most often choose friends who have values similar to their own.

Resource Sheet #15c

Invite a panel of middle school students to discuss things that are most important in their lives, things that influence their choices and ways of handling peer pressure.

Enlist the assistance of your principal and middle school administrators in this activity.

Selected middle school students

Work with a small group to read the discuss the story cards about Holly's friends. Follow the directions given. Decide what you would do. Identify the values of each character.

This activity requires discussion skills and ability to follow directions. It is suggested that the teacher work through the activity with 5 selected students. Then have each of these students help a new group work through the activity.

"Holly's Friends" cards by American Institute for Character Education

Objective #15 (Cont.)

Evaluation The student completes Test Sheet #15 with no errors. *Key: 1. b 2. b 3. a 4. a 5. a*	Ditto copies of Test Sheet #15
Review Activity Complete the Vocabulary Review Crossword Puzzle provided on the worksheet.	Ditto copies of Worksheets #15a, 15b Resource Sheet #15d
Culminating Activities for Unit A. Plan a community for Disney's Future World giving attention to the rights, laws and values of its members. *See the resource sheet, "Future World." Adapt it to become a colonization of an island or a new planet, if desired. Add your own creative teaching touches, but attempt to utilize many of the concepts presented throughout the unit.* B. Arrange a field trip to the Court House or jail. C. Invite a lawyer to visit the class and answer prepared student questions about his/her profession. D. Prepare a law program to share with parents or students. (If the unit is taught in the spring, remember that May 1 is Law Day.)	Resource Sheet #15e

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

UNIT OBJECTIVES

The student will:

#1 Name a GROUP and describe the characteristics that make it a GROUP.

#2 Identify appropriate RULES for a group based on information about its purpose and beliefs.

#3 Recognize the RIGHTS of group members protected by the rules of the group.

#4 Describe RESPONSIBILITIES related to given rights.

#5 Describe five RIGHTS the people of the United States believe are important.

#6 Describe what might happen if there were no LAWS protecting people's safety, property or rights.

#7 Explain how electing REPRESENTATIVES allows people to share in law making.

#8 Describe three LAWS related to protecting the environment, safety or property and explain what is protected by each law.

#9 Recognize that VIOLATIONS of criminal law (crimes) are classified as felonies or misdemeanors and identify which carry the greater penalty.

#10 Recognize the following VIOLATIONS of the law: (a) vandalism (b) theft/shoplifting, (c) burglary, robbery and extortion, (d) assault, battery, throwing a deadly missile.

#11 Explain what is meant by CHILD ABUSE and define the term SUPPORT SYSTEM.

#12 Give examples of five recent personal DECISIONS.

#13 State the problem and identify at least three ALTERNATIVES in a given decision-making situation.

#14 Predict CONSEQUENCES related to alternatives in given situations.

#15 Recognize VALUES that influence choice in given situations.

Glossary

Alternatives	Possible choices.
Assault	Threatening or trying to hit someone.
Battery	Hitting someone.
Burglary	Breaking in or remaining in a building or vehicle in order to commit a crime.
Child abuse	Serious non-accidental injury of children. May include physical injury, emotional injury, neglect and/or molestation.
Consequence	What happens as a result of an action.
Extortion	Getting a person to agree to give you something by threatening to do harm.
Felony	A serious crime punishable by death or imprisonment in the state penitentiary for one year or more.
Freedoms	See rights.
Group	Two or more people who communicate, share ideas about what is important and work together for a common purpose.
Laws	Special rules which are enforced by the police and courts.
Misdemeanor	All crimes other than felonies. Punishable by a fine or imprisonment for up to one year in the county jail.
Natural environment	Everything around us that is not made by people--plants, animals, beaches, waterways, air, etc.
Private property	Things owned by individuals or groups for their own use.
Public property	Things owned by all people together for everyone to use.
Representative	Someone who acts in place of others.
Responsibility	What you are expected to do.

GLossary (Cont.)

Rights	Things you are allowed to do. Freedoms.
Robbery	Taking property away from someone by force or by causing fear.
Rules	Directions that tell members of a group how to act.
Shoplifting	See theft.
Support system	People to whom one may go for help with a problem whether it is a personal problem or the problem of a friend.
Theft	Taking someone's property illegally with the intention of keeping it.
Values	What is important to a person. Beliefs.
Vandalism	Destroying or injuring private or public property on purpose.

Resource Sheet #1a

Groups and Non-groups

A

GROUP

B

GROUP

C

GROUP

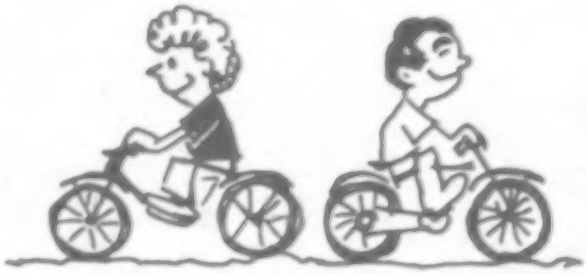
D

GROUP

E

NOT A GROUP

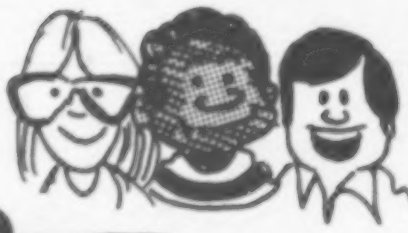
F



NOT A GROUP

-FRISKY-

GROUP CHARACTERISTICS



A HAVE 2 OR MORE MEMBERS

B MEMBERS COMMUNICATE

C MEMBERS SHARE BELIEFS ABOUT WHAT IS IMPORTANT

Play Fair

Be kind to Animals

Be clean in thought, speech and Action

TREAT OTHERS AS YOU WANT TO BE TREATED

PROTECT THE ENVIRONMENT

D WORK or ACT TOGETHER for a PURPOSE

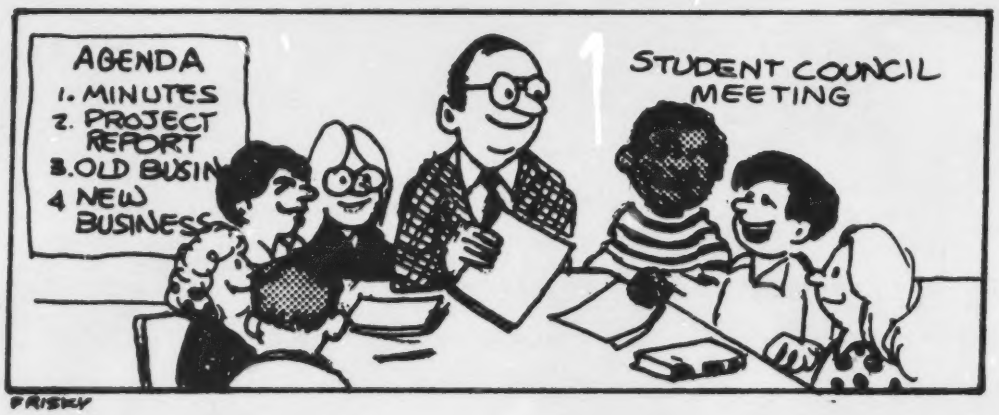
FRISKY

Resource Sheet #1c

The Wilson Elementary School Student Council

The Student Council of Wilson Elementary School meets every Friday to find ways they can help their school. Each of 15 classes has one representative who serves as a council member. Mr. Fischer serves as the teacher representative. All members believe their school should be a clean, happy comfortable place to learn.

Each year the group organizes a money-making project to buy something that will help keep their school a clean, happy and comfortable place.



Resource Sheet #1d

Groups

A. The fifty members of the school chorus sing together, discuss their music and follow the directing of their leader. They believe good music is an important part of life. They seek to entertain others with their singing.

b. The Slim and Trim Club meets every week to exercise, share diet recipes and talk about ways to overcome the temptation of fattening foods. They believe support from other dieters helps people stick to their diets. They all want to lose weight.

C. The Senior Citizens' Club membership is nearly 100 people who are over sixty years old. They feel friendships are very important. The club helps older people who move here from other states to make friends. They talk, sing and play games together.

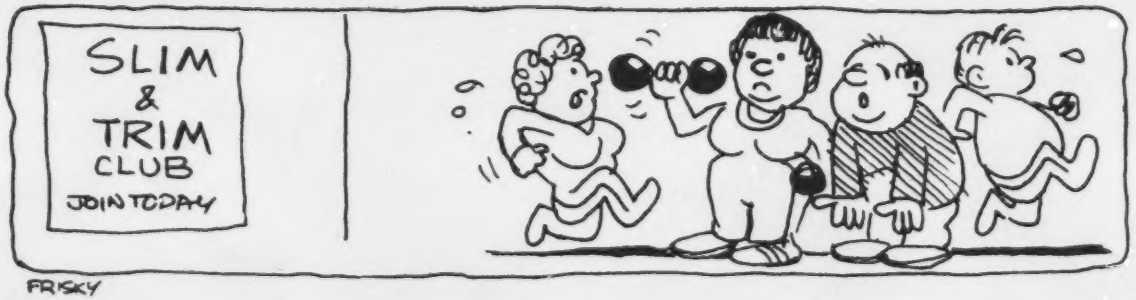
D. The twelve person City Commission meets once a month to discuss ways to solve city problems. They believe wise planning will help make a prosperous and happy city.

Worksheet #1

Group Chart

Complete this chart using information about familiar groups.

Group Name	Number of Members	Ways They Communicate	What They Believe	Group Purpose



Resource Sheet #2

Clubs

Camping

You are students who love the outdoors. You have formed a group for the purpose of enjoying camping trips. You feel it is important to be safe campers, to protect the environment and to have fun.

Resource Sheet #2

Space Exploration Team

You are a member of a space exploration team. Your mission is to explore the planet Plumar. It is important that all members of your team return safely to Earth with the information you were able to obtain.

Resource Sheet #2

Family

You are members of a family. One of the purposes of a family is to provide food, clothing and shelter for its members. It is important that the family income (money) be spent carefully so that the needs of each member are met.

Resource Sheet #2

Safety Patrol

You are students who have been selected to serve on the school safety patrol. The purpose of the patrol is to protect the safety of all students. It is important that members perform their duties and that they are good examples.

Resource Sheet #2

Marching Band

You are students who are members of the high school marching band. One of the purposes of the band is to entertain at football games and in parades. It is important that the band play well and look sharp.

Resource Sheet #2

Fire Department

You are a member of the fire department's para-medic team. Your purpose is to save lives. It is important that you get to accident scenes quickly and give immediate help to accident victims.

Resource Sheet #2

Test Sheet #2

Choose the Rules

Read each story and choose the most helpful rules as directed.

1. The After School Theater Group intends to present the play, "Cinderella." It is important to members that the play is very well done.

   Check the two rules which would best help the group achieve its purpose.

   ___ a. Everyone must help sell tickets.
   ___ b. Actors must memorize their lines.
   ___ c. Actors and stage crew must attend all rehearsals.

2. Girl Scout Troop 6 plans to sell cookies to raise money to help build a camp. It is important to the troop members to raise more money than any other troop in the area.

   Check the two rules which would best help the group achieve its purpose.

   ___ a. Each member must sell at least three boxes of cookies.
   ___ b. Scouts must wear brown shoes.
   ___ c. A record must be kept to show how much money is earned.

3. The soccer team hopes to win the championship. They need all players to stay in top condition.

   Check the two rules which would best help the group achieve its purpose.

   ___ a. Be polite to fans.
   ___ b. Eat right and get plenty of sleep.
   ___ c. Do your best--play to win.

WHAT ARE YOUR RIGHTS ?

A group of boys and girls built a clubhouse to hold their weekly meetings. These are the rules they made to protect the rights or freedoms of all the members.

Put an X beside each right or freedom of members which is protected by the club rules.

a. _____ To own a pet

b. _____ To speak your opinion

c. _____ To help make club decisions

d. _____ To earn money

e. _____ To participate in sports

f. _____ To be a member of another club

g. _____ To attend any church

h. _____ To be safe and healthy

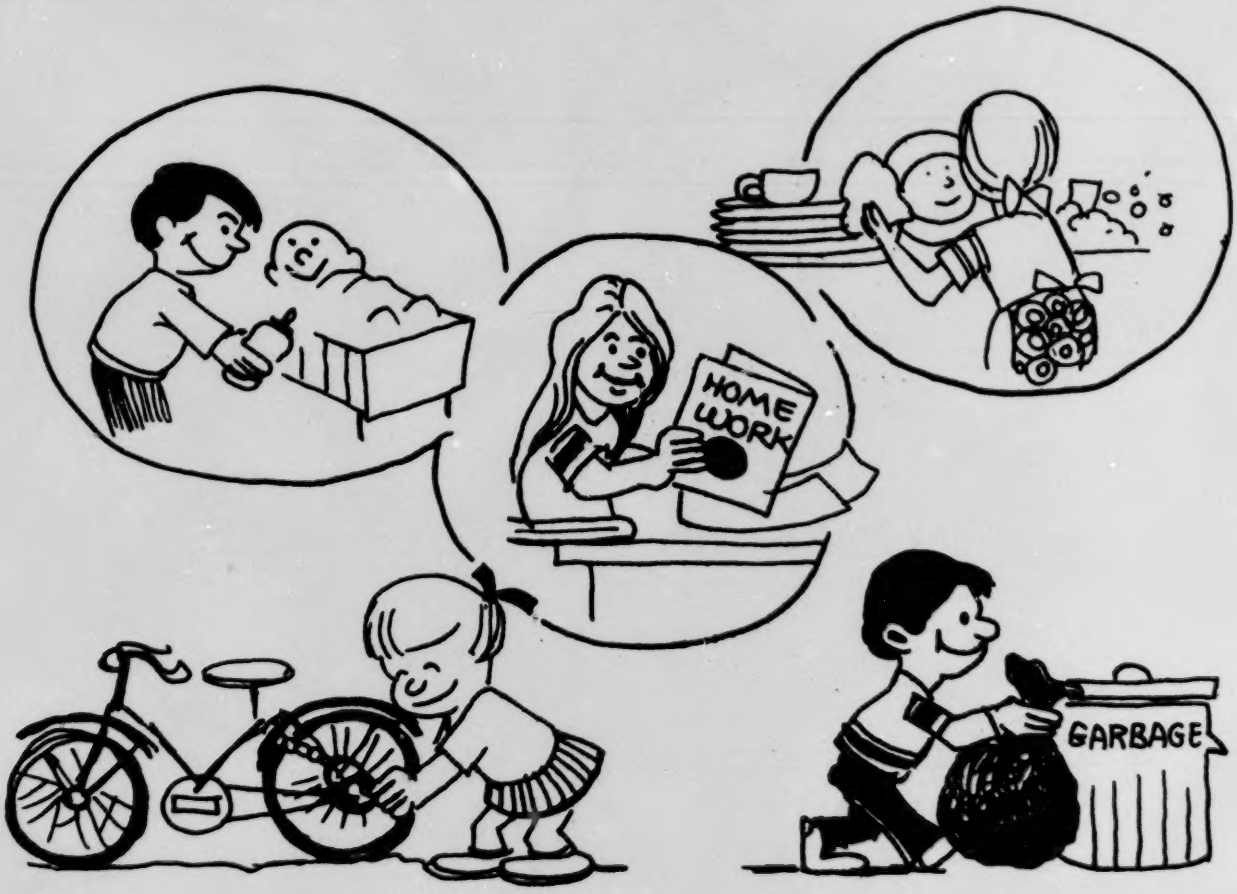
i. _____ To use club property

j. _____ To choose foods you eat

k. _____ To bring guests

l. _____ To ride your bike to meetings

RESPONSIBILITY IS . . .

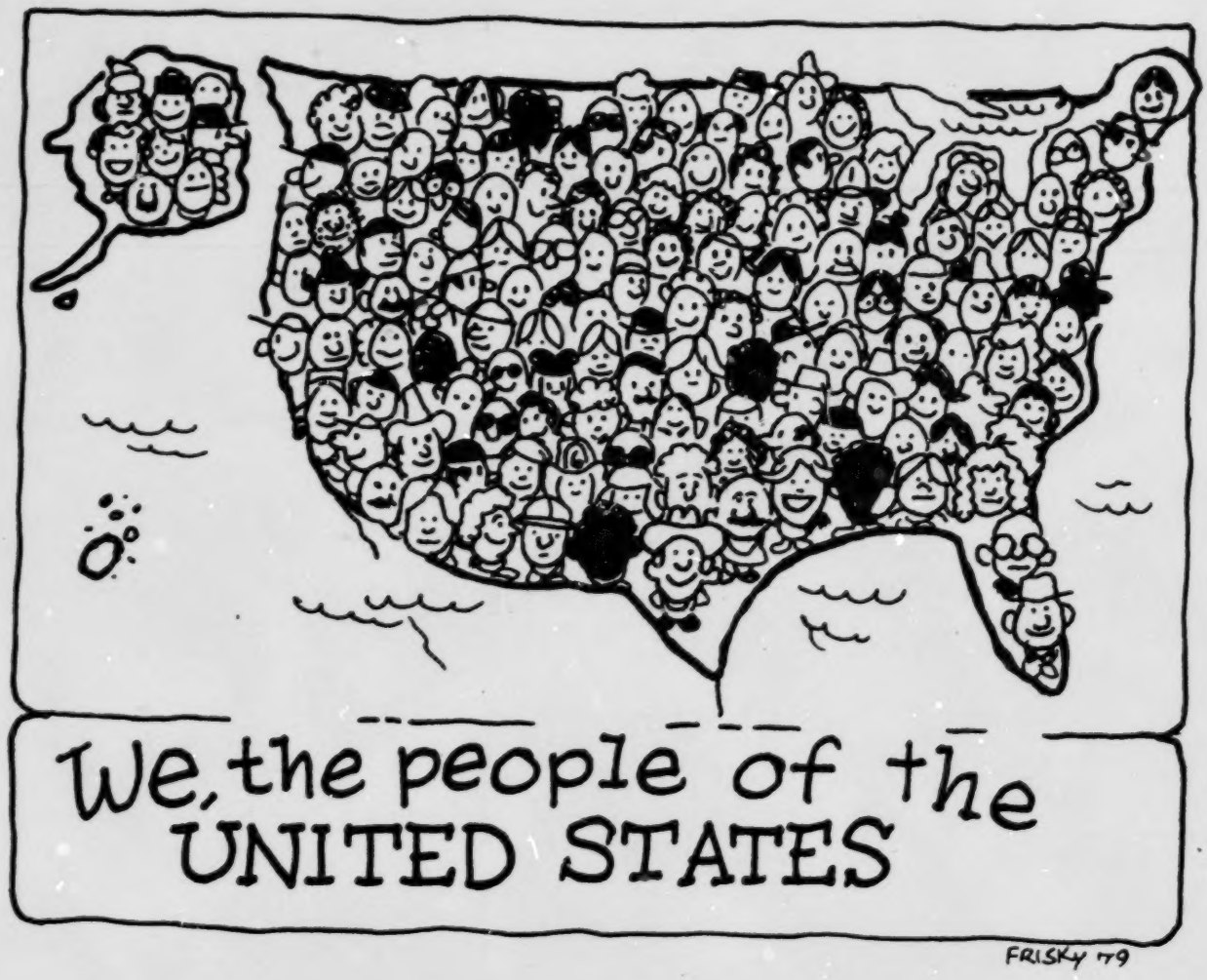


what you are expected to do!

AMERICANS BELIEVE

- ✓ THAT ALL MEN ARE CREATED **EQUAL**
- ✓ THAT THEY ARE ENDOWED BY THEIR CREATOR with CERTAIN UNALIENABLE **RIGHTS**.
- ✓ THAT AMONG THESE ARE..
  LIFE
  LIBERTY and
  THE PURSUIT OF **HAPPINESS**

- ✓ THAT THE GOVERNMENT EXISTS to SECURE THESE RIGHTS
- ✓ THAT THE GOVERNMENT GETS POWER FROM THE CONSENT of the PEOPLE.


We, the people of the
UNITED STATES
FRISKY '79

Worksheet #5a

IMPORTANT RIGHTS FOR ALL AMERICANS

In 1787 our country's leaders listed specific rights or freedoms of Americans in the Bill of Rights. We still enjoy them today.

Here are a few examples. Put the letter of the picture beside the right it matches.

1. _____ To worship as we choose

   In some countries you may not go to the church of your choice.

2. _____ To own property ourselves

   In some countries the government owns the property.

3. _____ To speak or write what we think

   In some countries the government censors written material and jails those who disagree with the leaders.

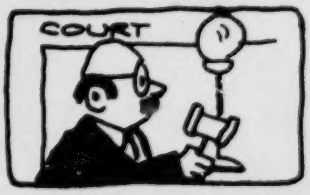
4. _____ To have privacy--no one can search your house or belongings without a good reason

   In some countries police may search at any time.

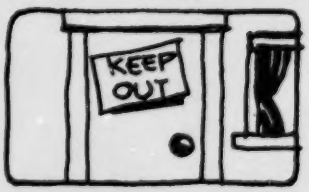
5. _____ To know what you are accused of; to have a lawyer; to have a speedy trial

   In some countries people can be arrested and imprisoned or executed without a trial.

A)

B)


C)

D)


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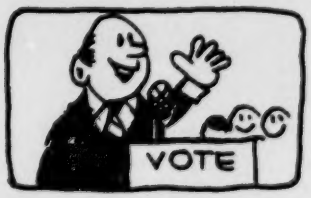


Worksheet #5b

RIGHTS OR FREEDOMS I AM PROMISED

BY THE

BILL OF RIGHTS

Read the statements below.

Find a right described on Worksheet #5c to match each statement.

Put the letter of the matching right beside each statement.

(You may use a letter more than one time.)

_____ 1. I can write a letter to the newspaper and complain about a problem.

_____ 2. I must be told what law I broke, if a policeman gives me a ticket.

_____ 3. I may attend the church of my choice.

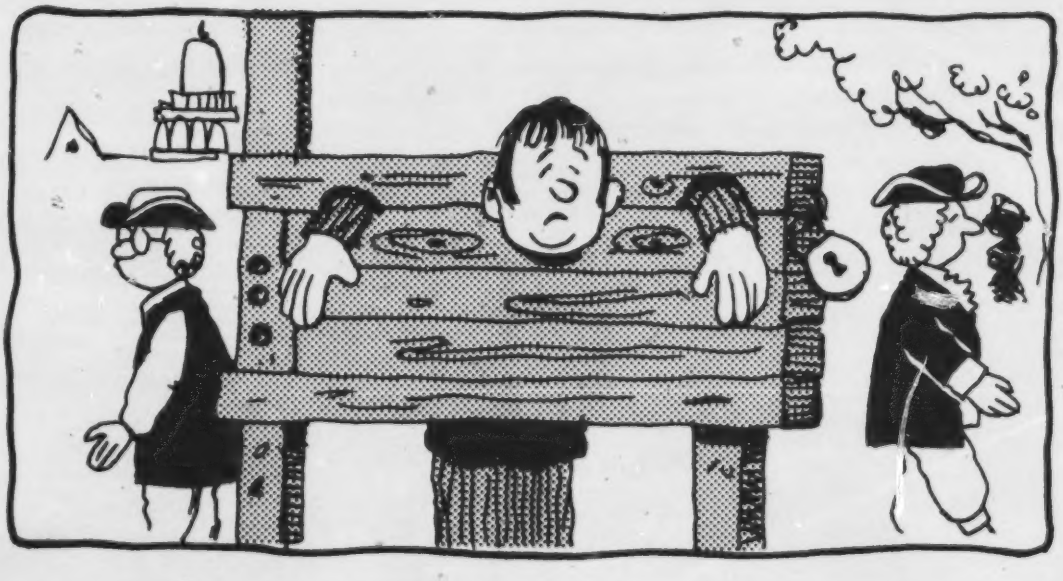
_____ 4. If I commit a crime, I can't be punished in a cruel way.

_____ 5. I can tell people if I disagree with the President of our country.

_____ 6. If the government wants to build a highway through my property, they must pay me for my land.

_____ 7. If the police want to search my house, they must have a search warrant (written permission from a judge).

_____ 8. If I am accused of breaking a law, I am entitled to a trial.



Worksheet #5c

Selections From

THE BILL OF RIGHTS

a. People have the right to worship as they please.

b. People may say and write what they want.

c. People may gather in groups.

d. People may complain to the government.

e. People or their houses or their belongings cannot be searched or taken without good cause and written permission.

f. People may not be deprived of life, liberty or property except by courts of law.

g. Private property may not be taken for public use without fair payment.

h. People accused of crimes have a right to a speedy trial.

i. People must be told what crime they are accused of if they are arrested.

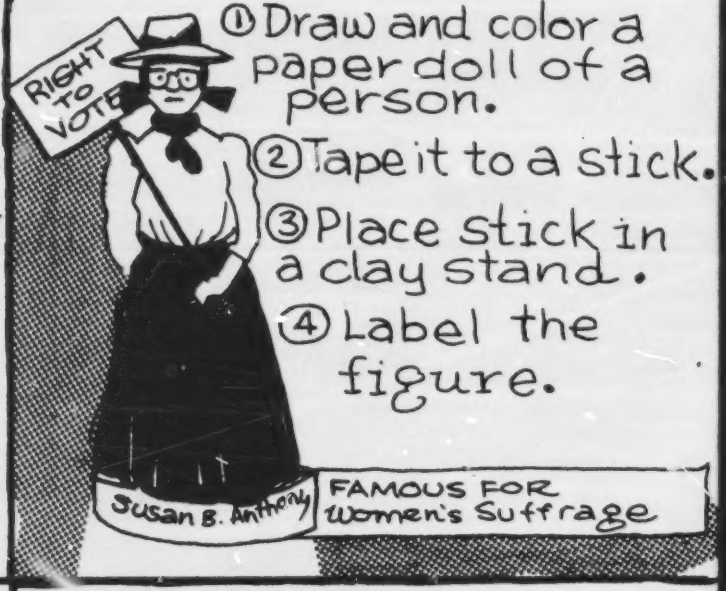
j. People accused of a crime have the right to have an attorney.

k. A court may decide if a punishment is too cruel or a fine is too high.

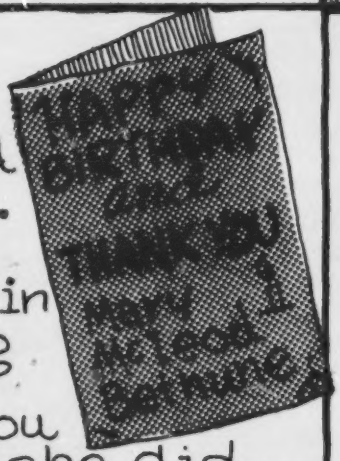
Resource Sheet #5c

Ways Children Can Report Information

① List the objects that relate to a person's life.
② Make a museum using sample objects.
③ Label the objects.



① Draw and color a paper doll of a person.
② Tape it to a stick.
③ Place stick in a clay stand.
④ Label the figure.



① Make a Birthday Card for a person.

② Write a note in it thanking the person for things you learned he/she did.

① Design a medal for the person.

② The writing on the medal should tell something about why the person is famous.

The above illustrations are a few ways students can make research reports to their class. Here are some other reporting methods they might use.

1. Dramatization - "live" or on tape
2. Puppet plays
3. Movies on strips of unlined paper attached to rollers
4. Models of buildings, ships, planes, etc.
5. Dioramas
6. Mobiles
7. Transparencies for the overhead
8. Sculpture from papier-mache, modeling clay, paper, etc.

Resource Sheet #5d

Susan B. Anthony Script
by
Louise Cleary
Beverly Skinner

Characters: Kermit
Susan B. Anthony
Sheriff
Heckler

Scene: Kermit-the-Frog conducts a "You Were There" interview with Susan B. Anthony as she comes to a polling place to cast her vote and is arrested.

Props: Ballot box
Microphone
Susan's sign (to carry) "Women Have Rights, Too!"
Kermit-the-Frog Puppet (available at many discount and variety stores)

STUDENT: Our special guest today is Susan B. Anthony. She was born on February 20, 1820, and died March 13, 1906. Miss Anthony's story is about a woman completely dedicated to the idea of freedom for everyone regardless of race, religion or sex. She was in favor of integration 100 years before the decision of the United States Supreme Court outlawed segregation.

Here to help us relive an important event in history is that famous reporter, Mr. Kermit Frog.

KERMIT: Good morning, girls and boys. We are on the scene today, November 5, 1872, in New York State to witness what may be a great moment in history. We expect to see Miss Susan B. Anthony coming up any moment now. Rumor says she will attempt to vote in today's election for President of the United States. She can't do that! It's against the law for women to vote. Oh, oh, here she comes (ad lib) etc. Let's see what happens...

(Drumbeat, enter Susan, heckler and sheriff at "polling" table. Kermit observes.)

SHERIFF: (To Susan at table) What are you doing here?

Worksheet #5d

Research Guide

Read about a famous American who has played an important role related to the rights of children, women, black Americans or American Indians.

Possible choices might be:

Jane Addams
Susan B. Anthony
Frederick Douglass
Martin Luther King
Abraham Lincoln
Sequoia
Elizabeth Cady Stanton
Tecumseh
Harriet Tubman

Information about these people can be found in the World Book Encyclopedia or library books. Your teacher or librarian can help you.

Copy the outline given in the left-hand column of the Research Guide. The right-hand column tells you what kind of information to use to complete the outline.

After you have completed the outline, discuss with your teacher ways you can report this information to your class.

Research Guide
for
Famous Americans in Equal Rights History

Name of person studied _____

I. Personal History

A. _____ (Date of birth)

B. _____ (Date of death)

C. _____ (Educational background)

II. Accomplishments

A. _____ (Group the person helped)

B. _____ (Ways person helped protect the rights of the group)

C. _____ (Person's beliefs about equal rights)

SUSAN: Sir, I have come to vote!

SHERIFF: That is impossible. It is against the law for women to vote.

SUSAN: My dear sir, if you will read the Constitution, the law of the land in these United States--"We, the People" etc. It says "We, the People," not "We, the white male citizens" of this country. Are women persons, too? (She hands ballot to sheriff.)

SHERIFF: Well, all I know is women can't vote! Here's your ballot. (Susan insists he keep it.) If you insist, you are under arrest. Wait here.

HECKLER: Ha! Serves you right! (Exits with sheriff.)

KERMIT: Miss Anthony, Miss Anthony--Kermit-the-Frog here. Why were you arrested?

SUSAN: For voting, sir.

KERMIT: I don't understand. Why can't women vote? I don't think that's fair.

SUSAN: Neither do I, however, many states have laws which do not allow women to vote. The makers of those laws say women are not smart enough to vote. I say, "How can that be?" Women are teachers--I am a teacher--women run households, and women are now working outside the home at many different jobs.

KERMIT: Well, yes. I even heard of a woman who ran a newspaper.

SUSAN: Why, sir, that woman was I. In 1868 I published a newspaper call The Revolution. It was all about women's rights.

KERMIT: My, my, my, Miss Anthony, is writing a newspaper enough to help?

SUSAN: Besides writing many articles, I have traveled all over the country with other suffragettes.

KERMIT: Suffra-what?????

SUSAN: Suffragettes.

KERMIT: Suffragettes. What are those?

SUSAN: They are women who believe they have the right to vote.

KERMIT: Is all this marching and drumbeating getting you anywhere? Isn't it just a lot of noise?

SUSAN: Certainly not. In 1860 the State of New York passed a very important law which gave married women the right to own property, keep their own paycheck, sue and be sued, and be considered legal guardians of their children along with the father. Does that sound "like a lot of noise?"

KERMIT: No, no it doesn't, but I still don't understand just what makes you tick. (Puzzled)

SUSAN: My father taught me that all people should have equal rights. When I was a little girl, he showed me black people working in a field and said our friend owned those people. They were slaves! I knew right away that was wrong. As I grew older, I realized women without a vote had no say so in the government which is almost like being a slave. I am a Christian and believe that all PEOPLE are created by God to deserve equal rights. No group of people should be allowed to enslave another group. I am committed to "justice for all."

KERMIT: I think I understand now.

SUSAN: I really must go now. They are coming to take me to the police station where I shall post bond and await a trial date.

(Enter Sheriff and Heckler.)

HECKLER: You belong in jail! (Follows Susan)

KERMIT: Say, good luck, Miss Anthony... I wonder what will happen to her. I sure would like to stick around, but it's time to return to 1980...take it away,

_____.
(student's name)

STUDENT: Susan B. Anthony was tried and found guilty simply because she voted. She was fined $100.00 but Miss Anthony continued to fight for equal rights.

She died in 1906, 14 years before her dream came true. In 1920, only 60 years ago, the 19th Amendment gave women the right to vote. Other suffragettes came after Susan B. Anthony, but she remains the outstanding leader and truly a great figure in our history.

Resource Sheet #6a

UN Declaration of the Rights of the Child

The right to:

- --affection, love, and understanding
- --adequate nutrition and medical care
- --free education
- --full opportunity for play and recreation
- --a name and nationality
- --special care, if handicapped
- --be among the first to receive relief in times of disaster
- --learn to be a useful member of society and to develop individual abilities
- --be brought up in a spirit of peace and universal brotherhood
- --enjoy these rights, regardless of race, color, sex, religion, national or social origin.

Resource Sheet #6b

Mill Town

The picture shows a cotton mill in a New England town about 70 years ago.

Why do you think children are going to the factory?

How do you suppose the children feel?

How do children in our community spend their time?

Resource Sheet #6c

Grandma Sarah

Play loosely based on the facts in the Mill Child by Ruth Holland. It could be done with a class of children or only one or two children plus two adults (or children as adults). It needs no scenery or props other than chairs for the adults. Children could be sitting in a semi-circle on the floor facing the audience, watching an imaginary TV. The play could also be read to the class by the teacher or a child.)

Cast: Jimmy Post
Jimmy's Mother
Jimmy's Grandfather
Jimmy's Classmates

Scene: Middle class living room with large TV screen. Jimmy's mother is seen adjusting the picture as children applaud her efforts. When the set is adjusted, Mother sits behind the children also watching.

Jimmy: Thanks, Mom. (Addressing his friends) I'm glad you guys could come to my birthday party. We got the cable TV put in just in time. Now we can watch the Superman movie.

(The children settle down and are intently watching when there is a loud clap of thunder and the screen goes black.)

Jimmy's Mother: Oh, no, the electricity is off. Well, just be patient, it'll be back on right away.

(The children are restless and after several minutes, they begin complaining.)

Jimmy: This is lousy, Mom. What can we do now?

Jimmy's Mother: There's plenty to do. Watching TV isn't the only thing you can do. When I was your age, I didn't have a TV. We didn't have one until I was in high school.

Jimmy: Why? Were you poor?

Mother: Not really, but maybe you would think so. We didn't have a lot of things you take for granted today.

Jimmy: What did you do after dinner if you didn't have a TV?

Mother: We did our homework. (The children groan. Mother laughs.) Well, we had fun things to do, too. My sister and I used to pop corn and all of us would play games or read to each other or listen to the radio. But ask your Grandfather, Jimmy, when he comes home. He should be here soon. He can't play tennis in this weather.

(Jimmy goes to the window and looks out.)

Jimmy: Here he comes now. He's soaking wet!

(Jimmy's grandfather enters carrying a tennis racket.)

Jimmy's Grandfather: Hi, everybody. What awful weather! Can't even finish a game before it starts raining. (Looks over at TV set.) What happened to the TV?

Jimmy: They did as much work and didn't get the same pay? That's not fair.

Mother: That's right, Jimmy, it isn't, but as a woman I know all about unequal pay for equal work, don't I, Dad?

Grandfather: I thought you wanted to hear about my Grandmother?

Mother: Yes, Dad, we do. I'm sorry I interrupted.

Grandfather: Well, finally, the mill owners realized that paying the men more money wasn't as profitable for them as paying the children lower wages for doing the same work in the mills.
(Pause)
Do you children know what profitable means. I don't want to use words you don't understand.

Children: Of course, we do.

Jimmy: Yes, Grandpa. We know all about profits. We have that in school.

Grandfather: (To Mother) They do? Strange, I don't remember learning anything like that when I was in fourth grade.

Mother: Dad, that's because you went to school in the "good old days." Things have changed. Right, children?

Children: Right!!!! (They all laugh.)

Grandfather: All right, settle down now, if you want to hear the rest of the story. The men who owned the mills eventually let all the men go and hired all children. Then they found out there weren't enough children in the small towns where the mills were located, so they went outside the towns to the surrounding farms to find children. That's how Grandma Sarah left the farm and went to work in the mills.

Jimmy: But, Grandpa, didn't that mean that Grandma Sarah had lots of money for clothes?

Grandfather: No, Jimmy. But that's how the mill owners persuaded the children to leave the farms--they promised the girls money to buy pretty things that they could never have if they stayed on the farms. But the pay was so low that after sending a little money home for the family there was very little left for Sarah. The mill children lived in what we would call dormitories today, they paid the mill owners for the privilege of living in old, drafty buildings with poor food--not the good food they had left behind on the farm. Many times in winter they had no heavy clothes or even shoes to wear and the New England winters are severe.

Jimmy: How much did Grandma Sarah make in a week?

Grandfather: She made about $1 a week, and that was more than many of the children. She was older than most of them when she left the farm. She was almost 12 so she made more money.

Jimmy: More money! But I make more than that just cutting lawns and I don't have to give any to Mom.

Grandfather: That's right, Jimmy, and how long does it take you to cut those lawns? Not the 12 hours a day Sarah worked. She had to stand the whole time, too, with only a few minutes in the morning for breakfast--which was usually just a sandwich of dark bread--then a few more minutes for lunch. The children just had a sandwich tucked in their pockets for a whole day. The mills were hot in the summer and cold in the winter, too. The mill owners didn't believe in spending their money for luxuries like heat or even safe conditions. Some of the mill machines were dangerous for adults not to mention children. There were often accidents in the mills.

Jimmy: Was Grandma Sarah ever hurt?

Grandfather: No, Jimmy, I don't think so. Not that I ever heard about. But it certainly was a hard life for a little girl not much older than you children. There was no time for play.

Jimmy: But what happened? Why don't we have to go to work like those children?

Grandfather: Well, Jimmy, some of the wealthy people of that time knew of the injustices of the mill children's lives. Some of the girls who came from wealthy families saw what was happening to the mill children and finally with the help of the newspapers got Congress and the states to pass laws to protect the children. These laws are called "child labor laws" and they protect children even today.

Jimmy: You mean I'm not supposed to be cutting lawns?

Grandfather: No, Jimmy. Children can do certain kinds of work but it is closely watched by the government. You can't work long hours or miss school to work or work in factories where there might be machines that could hurt you. And you have to be a certain age to do any kind of work--outside of your own home, that is.

Jimmy: You mean Mom can still make me clean up my room and help with the dishes?

Mother: Oh, yes, Jimmy. But I couldn't send you out to work on an assembly line at GE, for instance.

Child: But, Mr. Post, there was a boy in my class at school who was there for only a few days. He said he had to leave to help his parents pick tomatoes in Ruskin and he probably wouldn't be able to come back to school for a long time. He was just my age, so why did he have to work?

Grandfather: I know things like this still happen even when we have laws against them, but people are trying to help the migrant children and maybe some day everyone will be able to get a good education.

Jimmy: What about Grandma Sarah? What happened to her?

Grandfather: She was lucky. She didn't have to spend the rest of her life in the mills. She met a young man and married him. He owned a small farm near her parents. They moved there and that's where Grandma lived. She still had to work hard, but the work was for her own family--it wasn't to make the mill owners even richer.

Mother: Now, you know what I meant about being lucky--even if the TV doesn't work. You can understand now how laws protect you although you're too young to help write the laws yourselves.

Grandfather: Yes, and remember, children, that in some countries there are still children who have to work in factories, but some day maybe that will all change, too.

(As Grandfather finishes speaking, the TV screen lights up but the movie is over. The children start groaning and complaining.)

Mother: I thought you were just saying how lucky you were and you're still complaining.

Jimmy: I guess we're spoiled, Mom, but how about another story, Grandpa?

Grandpa: No, Jimmy, that was enough story for one day. Now that the rain has stopped I'm off to finish my tennis game.

(He waves goodbye to the children as the curtain falls.)

Joan Benovic

Resource Sheet #6c

Grandma Sarah

Play loosely based on the facts in the Mill Child by Ruth Holland. It could be done with a class of children or only one or two children plus two adults (or children as adults). It needs no scenery or props other than chairs for the adults. Children could be sitting in a semi-circle on the floor facing the audience, watching an imaginary TV. The play could also be read to the class by the teacher or a child.)

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Jimmy: Why? Were you poor?

Mother: Not really, but maybe you would think so. We didn't have a lot of things you take for granted today.

Jimmy: What did you do after dinner if you didn't have a TV?

Mother: We did our homework. (The children groan. Mother laughs.) Well, we had fun things to do, too. My sister and I used to pop corn and all of us would play games or read to each other or listen to the radio. But ask your Grandfather, Jimmy, when he comes home. He should be here soon. He can't play tennis in this weather.

(Jimmy goes to the window and looks out.)

Jimmy: Here he comes now. He's soaking wet!

(Jimmy's grandfather enters carrying a tennis racket.)

Jimmy's Grandfather: Hi, everybody. What awful weather! Can't even finish a game before it starts raining. (Looks over at TV set.) What happened to the TV?

Mother: Now, Dad, don't you start complaining, too. I was telling the children what we used to do when I was their age. Remember? We used to play games after supper and pop corn. We didn't even need electricity.

Child: But how did you plug in your cornpopper if you didn't use electricity?

(Mother and Grandfather look at each other and smile.)

Grandfather: Everything wasn't electric then. We used a plain old sauce pan for popping corn and the stove was gas.

Mother: Dad, why don't you tell them about your grandmother? You know Grandma Sarah who worked in the mills.

Grandfather: I don't like to think about that time in our family's history, but the children should know how things were in the so-called "good old days."

Jimmy: Please tell us, Grandpa.

Grandfather: Well, my grandmother's parents owned a little farm just outside of the town of Lowell in Massachusetts. It was a hard life because the New England soil was rocky and good soil was scarce, but at least they had enough to eat. All the children worked on the farm or in the house. Sarah's parents spun cloth at night on a spinning wheel to make money to buy clothes for the children. Then, machines were invented that could do the work of many people and the cottage industries, as they were called, were no longer needed. This was hard on Sarah's family but they still got along all right.

Jimmy: But, Grandpa, did they work all the time? What did they do for fun?

Grandfather: Well, Jimmy, they didn't even had radios back then but they still played games and my great grandpa could read and write. He read his few books to the children and his wife.

Jimmy: Couldn't your great grandmother read?

Grandfather: No, Jimmy, only a very few children had the opportunity to go to school. Sarah's father was lucky. His father's employer made sure that all the children of his workers had some schooling.

Jimmy: But, it's the law; we have to go to school!

Grandfather: Yes, but that's now. Back then the children weren't so lucky.

(The children look at each other skeptically.)

Mother: Come on, Dad. Tell about Grandma Sarah.

Grandfather: After the machines were invented, the rich men built large buildings and filled them with the machines. These buildings were called "mills." At first they hired the men who lived in the towns to work in the mills. Many of the men had large families and some of the older children were hired to work with their fathers. But the mill owners didn't pay these children as much as they paid their fathers because they were only children. Of course, they were expected to keep up with the men and do as much work in a day.

Jimmy: They did as much work and didn't get the same pay? That's not fair.

Mother: That's right, Jimmy, it isn't, but as a woman I know all about unequal pay for equal work, don't I, Dad?

Grandfather: I thought you wanted to hear about my Grandmother?

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Children: Right!!!! (They all laugh.)

Grandfather: All right, settle down now, if you want to hear the rest of the story. The men who owned the mills eventually let all the men go and hired all children. Then they found out there weren't enough children in the small towns where the mills were located, so they went outside the towns to the surrounding farms to find children. That's how Grandma Sarah left the farm and went to work in the mills.

Jimmy: But, Grandpa, didn't that mean that Grandma Sarah had lots of money for clothes?

Grandfather: No, Jimmy. But that's how the mill owners persuaded the children to leave the farms--they promised the girls money to buy pretty things that they could never have if they stayed on the farms. But the pay was so low that after sending a little money home for the family there was very little left for Sarah. The mill children lived in what we would call dormitories today, they paid the mill owners for the privilege of living in old, drafty buildings with poor food--not the good food they had left behind on the farm. Many times in winter they had no heavy clothes or even shoes to wear and the New England winters are severe.

Jimmy: How much did Grandma Sarah make in a week?

Grandfather: She made about $1 a week, and that was more than many of the children. She was older than most of them when she left the farm. She was almost 12 so she made more money.

Jimmy: More money! But I make more than that just cutting lawns and I don't have to give any to Mom.

Grandfather: That's right, Jimmy, and how long does it take you to cut those lawns? Not the 12 hours a day Sarah worked. She had to stand the whole time, too, with only a few minutes in the morning for breakfast--which was usually just a sandwich of dark bread--then a few more minutes for lunch. The children just had a sandwich tucked in their pockets for a whole day. The mills were hot in the summer and cold in the winter, too. The mill owners didn't believe in spending their money for luxuries like heat or even safe conditions. Some of the mill machines were dangerous for adults not to mention children. There were often accidents in the mills.

Jimmy: Was Grandma Sarah ever hurt?

Grandfather: No, Jimmy, I don't think so. Not that I ever heard about. But it certainly was a hard life for a little girl not much older than you children. There was no time for play.

Jimmy: But what happened? Why don't we have to go to work like those children?

Grandfather: Well, Jimmy, some of the wealthy people of that time knew of the injustices of the mill children's lives. Some of the girls who came from wealthy families saw what was happening to the mill children and finally with the help of the newspapers got Congress and the states to pass laws to protect the children. These laws are called "child labor laws" and they protect children even today.

Jimmy: You mean I'm not supposed to be cutting lawns?

Grandfather: No, Jimmy. Children can do certain kinds of work but it is closely watched by the government. You can't work long hours or miss school to work or work in factories where there might be machines that could hurt you. And you have to be a certain age to do any kind of work--outside of your own home, that is.

Jimmy: You mean Mom can still make me clean up my room and help with the dishes?

Mother: Oh, yes, Jimmy. But I couldn't send you out to work on an assembly line at GE, for instance.

Child: But, Mr. Post, there was a boy in my class at school who was there for only a few days. He said he had to leave to help his parents pick tomatoes in Ruskin and he probably wouldn't be able to come back to school for a long time. He was just my age, so why did he have to work?

Grandfather: I know things like this still happen even when we have laws against them, but people are trying to help the migrant children and maybe some day everyone will be able to get a good education.

Jimmy: What about Grandma Sarah? What happened to her?

Grandfather: She was lucky. She didn't have to spend the rest of her life in the mills. She met a young man and married him. He owned a small farm near her parents. They moved there and that's where Grandma lived. She still had to work hard, but the work was for her own family--it wasn't to make the mill owners even richer.

Mother: Now, you know what I meant about being lucky--even if the TV doesn't work. You can understand now how laws protect you although you're too young to help write the laws yourselves.

Grandfather: Yes, and remember, children, that in some countries there are still children who have to work in factories, but some day maybe that will all change, too.

(As Grandfather finishes speaking, the TV screen lights up but the movie is over. The children start groaning and complaining.)

Mother: I thought you were just saying how lucky you were and you're still complaining.

Jimmy: I guess we're spoiled, Mom, but how about another story, Grandpa?

Grandpa: No, Jimmy, that was enough story for one day. Now that the rain has stopped I'm off to finish my tennis game.

(He waves goodbye to the children as the curtain falls.)

Joan Benovic

1978 Florida Child Labor Laws

MINIMUM AGE

1. No minor 10 years or under can work at any job other than:

   (a) helping parents around the home
   (b) helping parents on the farm

2. All minors, ages 12 through 16, must have a work certificate in order to work unless they are:

   (a) helping parents around the home
   (b) helping parents on the farm

WORKING HOURS

1. All minors, ages 11 through 15, may work:

   (a) up to 40 hours a week
   (b) up to 4 hours on school days
   (c) between the hours of 6:30 am and 9:00 pm

2. All minors, ages 16 and 17, may work:

   (a) between the hours of 5:00 am and 11:00 pm on school days
   (b) between the hours of 5:00 am and 1:00 am on days before a nonschool day

HAZARDOUS OCCUPATIONS

No minors under 16 may work in any of the following occupations at any time or place.

(1) in connection with power-driven machinery (except light-duty lawn mowers)

(2) in mines or quarries

(3) in the manufacture, transportation or use of high explosives

(4) in sawmills or logging operations

(5) in the manufacture of paints, dangerous or poisonous dyes

(6) at spraying insecticides or other toxic substances

(7) in any place where alcoholic beverages are manufactured or sold

Worksheet #6

You and the Law by 9 a.m.

In each situation below, you are affected by a law. Explain the purpose of the laws described.

7:00 Alarm clock rings!

Electric clocks must meet safety standards for appliances.

7:05 Wash and brush your teeth.

Soap and toothpaste must meet standards of pure food and drug laws.

7:10 Dress.

All your clothes have labels. These must tell the cloth content and how to care for it.

7:25 Breakfast.

Food packages must be labeled with ingredients in order from the most to the least.

8:00 Get in Dad's car to ride to school.

The seat belt is required by law.

Dad must have a driver's license.

8:05 Drive through the traffic to school.

Traffic laws must be obeyed.

8:20 Arrive at school.

The law guarantees you a free public education.

The law says you must go to school until you are 16.

The school building conforms to zoning, health, construction and fire safety laws.

8:45 Class begins.

The law says what you are to be taught: reading, math, social studies, science, art, music and physical education.

Your teacher must be qualified according to the law.

9:00 Open a textbook.

The author and publisher are protected by copyright laws.

Resource Sheet #7a

Kinds of Government Skit
(Dictatorship)

This is a single character skit, but students participate by chanting "Viva el Tigre!" on cue.

Character: Castro-type dictator called "El Tigre" by followers

Setting: Citizens (students in class) gather in front of the dictator's residential palace to greet their new leader who has just overthrown the previous government.

Crowd: Viva el Tigre! Viva el Tigre! Viva el Tigre!

El Tigre: Thank you, my people! You will no longer have to worry about the laws made by the people I have just overthrown. Now, I--El Tigre--will make new laws for you!

Crowd: Viva el Tigre! Viva el Tigre! Viva el Tigre!

El Tigre: Good! Now, my people, I will tell you of some of the laws I will make.

First, I will make a law that says nobody can own private property. All of the land will belong to the government--to my government. You may work on the land. You like that?

Crowd: Viva el Tigre! Viva el Tigre! Viva el Tigre!

El Tigre: I will make another law. A great law. I will be your leader for life. You like that law, don't you? You will not have to be bothered voting. I will be here many, many years.

Crowd: Viva el Tigre! Viva el Tigre! Viva el Tigre!

El Tigre: Now, I will go, my people. I will think of some more laws for you!

(Waves and exits)

Resource Sheet #7b

Kinds of Government Skit
(Oligarchy)

Characters:	Short leader Average leader Tall leader
Setting:	Three leaders are discussing laws they want to make for the country they rule.
Tall leader:	Our people are complaining. They say that food and clothing are becoming scarce. They want more goods in the stores.
Average leader:	Bah! It does not matter what they want. What WE want is what is important.
Short leader:	Yes, the three of us have agreed. We will increase our country's production of laser weapons. Then other nations will fear us and know we are powerful leaders. We cannot allow our factories to waste time making more goods for consumers.
Tall leader:	True. We will make a law right now that most new factories must produce weapons.
Short leader:	And that all workers must spend at least ten hours a day on their jobs.
Average leader:	These are good laws. We will have the weapons we want and the people will be too busy to complain about scarce goods in stores.
Tall leader:	The new laws will be read to the people tomorrow. Now, I must leave. My tailor has made me a fine new suit and I want to pick it up today. I also am expecting to have my new TV set delivered.
Short leader:	I, too, must leave. My cook is preparing me a fantastic meal and I do not want to be late.
Average leader:	Goodbye, then. We will meet again tomorrow and make some more laws for the people to live by.

Resource Sheet #7c

Kinds of Government Skit
(Monarchy)

Characters: Messenger
King or Queen
Royal Adviser
Archbishop
Crowd (students)

Setting: Scene 1 Heir to the throne is talking with the Royal Adviser

Scene 2 New monarch is being crowned in cathedral

Scene 1

Messenger: The King (Queen) is dead. Long Live the new King (Queen).

Royal Adviser: (Kneels before new monarch) Your Highness, you must be crowned tomorrow in the cathedral as is the custom.

King (Queen): Yes, Adviser. My father would want it so. I have great plans to improve my kindgom. Many laws need changing.

Royal Adviser: Yes, and the new laws you make will cause you to become a famous ruler throughout the land.

King (Queen): But now I must prepare for tomorrow's ceremony. (Exits)

Scene 2

King (Queen) and Royal Adviser march slowly to the front of the room where the Archbishop waits with the crown. (Play appropriate music.) King (queen) kneels before Archbishop.

Archbishop: By the power granted to me from above, I hereby crown you King _____ (Queen _____). Rise, go forth and rule our land with justice for all.

King (Queen) stands to face the crowd.

King (Queen): As your new ruler my first act will be to change the tax laws of our country so that the rich pay more than the poor.

Royal Adviser: But, your majesty, the rich nobles will become angry!

King (Queen): Never mind, Adviser. It is my duty to help the common people. I will have fair and just rules for our country. Everyone will be treated well so long as they obey my laws. (Exits)

ELECT BILL BARKER

"the People's Friend" as

YOUR REPRESENTATIVE.!!

Taxes are already too high. We cannot continue to pay for more and more public services without raising taxes. Therefor we must cut back on our services.

Teenage lawbreakers should be severely punished on a first offense.

We cannot afford to save land for parks. Building more condominiums and homes will provide more jobs and encourage people to move here.

VOTE FOR

BILL BARKER

Vote for "PAT" PETERSON

★ ★ ★ ★

PAT BELIEVES THAT:

...Increased Public Services such as transportation and medical care are needed by the elderly poor.

First time lawbreakers should be given counseling help.

Parks and beaches are valuable natural resources and should be preserved.

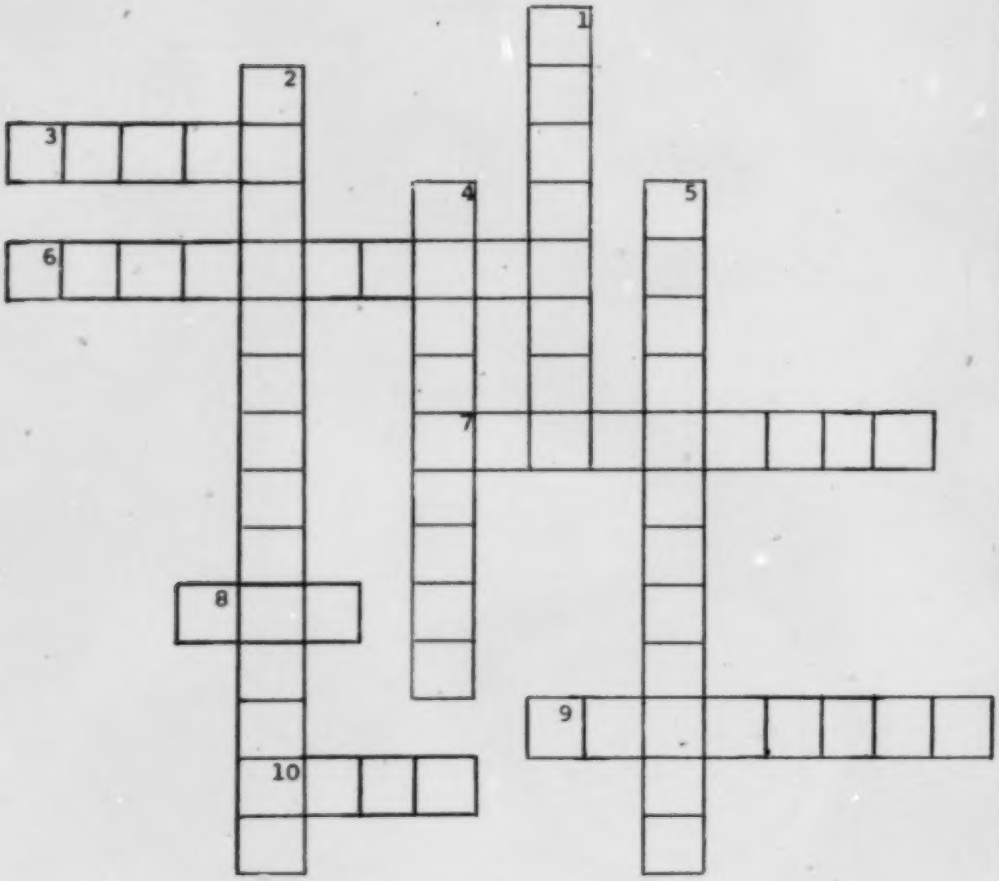
PLEASE GET OUT AND VOTE

Pat

YOUR REPRESENTATIVE

Worksheet #7c

Law-Making Puzzle



Word Bank
(With extra words)

Police
Vote
Representative
Law
Candidate
Democracy
Congress
State
Republican
Tallahassee
Election
Tampa
Washington D. C.
Government

ACROSS

3. The kind of laws made in Tallahassee, Florida
6. An organization that makes laws, carries them out and punishes lawbreakers
7. A person who runs for election
8. A special rule that is enforced by police and courts
9. The law-making group that meets in Washington, D.C.

DOWN

1. The choosing of representatives by voting
2. A person chosen by others to help make their laws
4. A kind of government in which people elect representatives to make laws
5. Where laws are made that apply to the entire U.S.A.

FACT SHEET

U.S. CONSUMER PRODUCT SAFETY COMMISSION
WASHINGTON, D.C. 20207

NO. 47: TOYS

Skates, tricycles, toy trucks, cars, non-flying airplanes, boats, toy wagons, and balls are among children's favorite playthings. But last year, according to U.S. Consumer Product Safety Commission estimates, approximately 150,000 people received hospital emergency room treatment for injuries associated with toys.

Falls are the most frequent type of accident, but many serious injuries result from children swallowing small parts or placing tiny toys in noses and ears, from exploding gas-powered toys, from flammable products, and from sharp edges.

1. Banned Toys

The Commission has authority under the Federal Hazardous Substances Act as amended to ban hazardous toys and other children's products from sale. Since 1970, more than 1500 items, mostly toys, have been banned. The banning regulations provide that toys having the following characteristics are banned hazardous substances:

--toy rattles containing rigid wires, sharp points, or loose small objects that could become exposed and cause cuts, punctures, or other injuries.

--any toy with noisemaking parts that could be removed by a child and swallowed or inhaled.

--any doll, stuffed animal or similar toy having parts that could become exposed and cause cuts, punctures, or other similar injuries.

--lawn darts and other sharp pointed items intended for outdoor use that could cause puncture wounds, unless they have included appropriate cautionary language, adequate directions, and warnings for safe use and are not sold by toy stores or stores dealing primarily in toys and other children's articles.

--caps intended for use with toy guns or toy guns that cause noise above a certain level.

--"baby bouncers" and similar articles that support very young children while sitting, walking, or bouncing, which could cause injury to the child such as pinching, cutting, or bruising.

--toys known as clacker balls which could break off or fracture and thereby cause injury.

On September 3, 1973, a safety regulation for electrically operated toys went into effect. The regulation specifies maximum temperatures for these toys and requires reliable electrical construction. Electrical toys now must bear warning labels that state they are not recommended for children under a certain age. In the case of toys that contain a heating element, the manufacturer may not indicate that the toy is recommended for children under eight.

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Currently, the Commission is developing new regulations that will provide more comprehensive safety standards for all toys and offer special protection for young children under the age of eight.

2. Compliance with the Law

Manufacturers, distributors, and retailers have legal responsibility for making sure that they do not sell dangerous toys. CPSC inspectors, working out of the Commission's 14 area offices, regularly conduct surveys of factories, warehouses, and retail outlets to insure compliance with the law. The Commission also receives the cooperation of the Customs Bureau to check imports for possible hazards.

Consumers also assist the Commission to canvass the marketplace for dangerous toys. Consumer Deputies, volunteers from clubs, retirees, and university students, visit toy stores across the country in an attempt to identify banned toys and have them removed from shelves. The Deputies are trained by Commission staff. Serving in an unofficial status, they ask the store manager to remove suspect toys from sale and to check the supplier to find out whether the toy is banned. Most store managers are happy to cooperate, but sometimes it is necessary to schedule a follow-up visit by an official CPSC inspector.

3. Toys, Toys, Toys

Each year, 5,000 new toys enter the marketplace. This holiday season will find over 150,000 different kinds of toys for sale in an estimated one million retail outlets.

Despite the efforts of toy manufacturers, retailers, CPSC inspectors, Consumer Deputies, and other Federal, state, and local government agencies, it is impossible to examine every toy.

But it is possible for parents, relatives, and older sisters and brothers to check every new toy they buy and every old toy around the house for possible hazards.

The Commission has the following suggestions for toy safety:

--Buy toys that suit the skills and abilities of the child. Avoid toys that are too complex for young children.
--Look for labels that give age recommendations or safety information such as "Not Recommended for Children under Three" or "Non-Toxic" on toys likely to end up in little mouths.
--Watch out for toys that have sharp edges, small parts, or sharp points. Avoid toys that produce extremely loud noises that can damage hearing and propelled objects that can injure eyes.
--Explain to the child how to use toys properly and safely.
Always try to supervise young children while they play.
--Insist that children put their toys away so they do not get broken and so that no one else trips or falls on them.
--Examine toys periodically; repair broken toys and discard toys that cannot be fixed.

Remember: Protect your child from serious toy-related injuries.

THINK TOY SAFETY.

2B ST. PETERSBURG TIMES ■

Manatee count is dwindling

Associated Press

MIAMI — Florida's manatee population is moving closer to extinction, with more of the state's official mammals dying than being born, a study reported Wednesday.

Population of the manatee, which lives only in Florida, has dwindled to under 1,000, according to the joint study by the University of Miami and the U.S. Fish and Wildlife Service. It's the first time the manatee population has been counted.

In winter, the docile, curious mammals are vulnerable to cold weather and speeding motorboats. They congregate in warm water outside power plants, where boat traffic is heavy.

About 60 to 80 manatees die each year, according to the study.

The state plans to protect them by enforcing a new law requiring boaters to slow down in waters where manatees cluster.

The lumbering gray blob-like creatures hover near the surface for air, but can't get out of the way of speeding boats. Many are fatally gashed by outboards. One official estimated that about 80 percent of the surviving manatees have scars to show for their powerboat encounters.

Worksheet #8b

HELP SAVE WUMP WORLD!

Because the Pollutians did not care about their environment they almost completely destroyed Wump World. If there had been laws to protect the environment the story might have ended quite differently.

Read each description of Wump World. Find the environmental law that might have changed what happened. Write the letter of that law in the space provided after each description.

Description		Environmental Law
1. A flock of pot-bellied monsters swooped down from the sky and landed on the green meadows of Wump World.	_____	a. All cars, buses and trucks must have anti-pollution devices.
2. Thousands of tiny creatures poured out of the pot-bellied monsters, ready to begin a new life in a lovely new world.	_____	b. No loud disturbing noise will be permitted.
3. Giant machines rolled down the ramps of the spaceships, gobbling up trees and grinding them into tiny bits.	_____	c. No trees will be destroyed without permission of the Wump Forestry Council.
4. The Pollutians kept their giant machines going night and day. Overnight huge factories and tall buildings sprang up like monstrous mushrooms.	_____	d. No trash or other waste may be dumped into the waters of Wump World.
5. Soon a maze of narrow streets and wide freeways was built. There was no space for a grassy meadow, a leafy green tree or a sparkling blue lake.	_____	e. The Wump Council will decide whether beings from other planets will be allowed to settle on Wump World.
6. Huge trucks, overloaded buses and cards of all sizes and shapes rushed around the cities. Noise and confusion were everywhere.		f. All factories must have filters on their smokestacks to protect the air from pollution.

7. The air was filled with the awful smell of exhaust fumes coming from the huge trucks, overloaded buses and the many cars of all sizes and shapes. Pollutians sneezed and wheezed through city streets. ____

8. It was almost impossible to breathe because factory smoke-stacks puffed more and more of their black smoke into the air. ____

9. Day after day piles of garbage were dumped into the clear blue rivers and lakes. ____

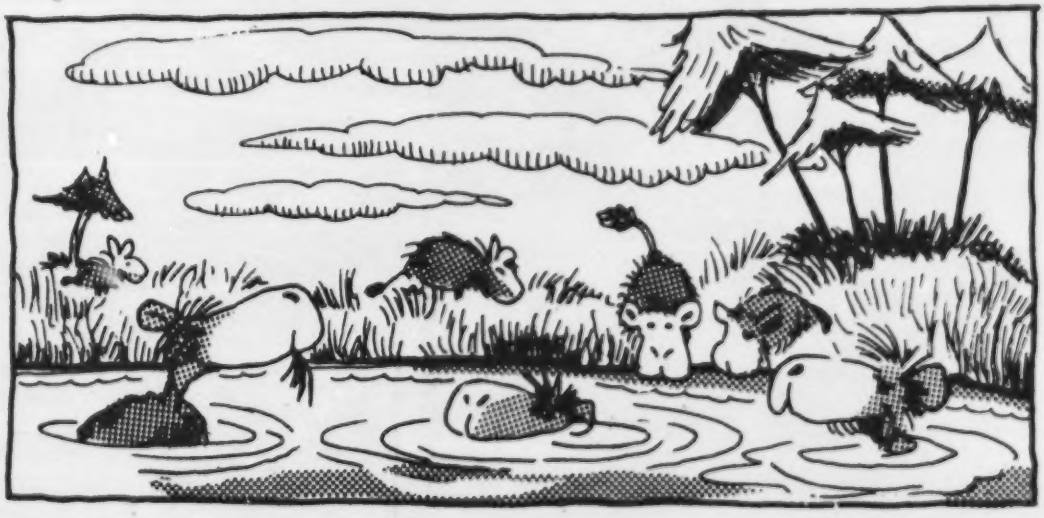
10. City streets and sidewalks were littered with unwanted cans and bottles. Old newspapers lay everywhere. ____

g. All spacecraft must receive permission before landing on Wump World.

h. Building permits must be obtained from the Wump Council before any construction can begin.

i. All trash must be placed in litter containers along city sidewalks.

j. Special areas will be set aside for public parks.



Worksheet #8d

Florida Bicycle Laws

State Uniform Traffic Control Ch. 316

Bicycle Regulations 316.2065

1. Every person riding a bicycle upon a roadway shall have the same rights and responsibilities as the driver of a vehicle.
2. A bicycle rider must ride only on the regular, attached permanent seat.
3. No bicycle shall be used to carry more persons at a time than the number for which it was made and equipped.
4. No person riding a bicycle, roller skates, coaster or toy vehicle shall attach it or himself to any vehicle upon a roadway.
5. Every person riding a bicycle shall ride with the flow of traffic as near to the right side of the road as possible.
6. People riding bicycles shall not ride more than two abreast except on roads or paths that are for bicycles only.
7. Bicycle riders shall use bicycle paths if they are provided.
8. A bicycle rider shall keep at least one hand on the handlebars.
9. After sundown every bicycle shall have a light on the front that can be seen for 500 ft. and a red light or reflector on the back.

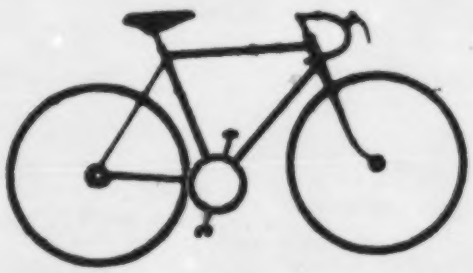
Penalty for Violation

Juveniles:

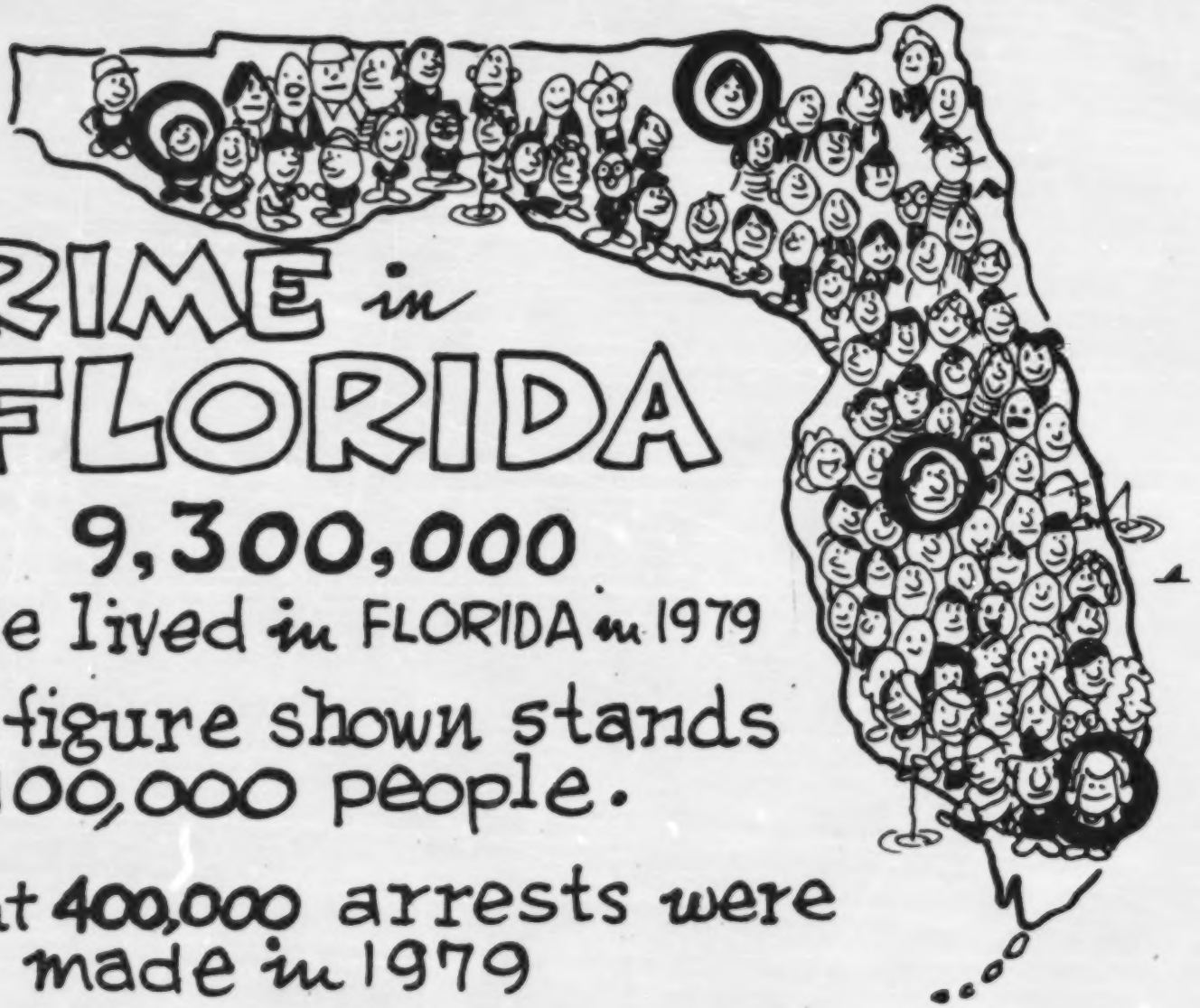
Upon the recommendation of the judge of a juvenile court, the state, county or municipal authority may impound the child's bicycle for as long as the juvenile court decides.

Adults:

Any person found guilty may be fined up to $25.00 and/or have his/her bicycle impounded for up to 90 days.



Resource Sheet #9a



CRIME in FLORIDA

9,300,000

People lived in FLORIDA in 1979

Each figure shown stands for 100,000 people.

About 400,000 arrests were made in 1979

Resource Sheet #9b

Guilty or Innocent?

Discuss whether people are guilty of a crime in these situations.

CASE 1 MR. ZEE BOUGHT A TV SET WHICH HE KNEW HAD BEEN STOLEN.

Florida Statute 812.019 - Any Person who buys or sells or attempts to buy or sell property he knows was stolen shall be guilty of a felony punishable by imprisonment up to 15 years.

CASE 2 THE SMITH FAMILY WENT CAMPING. WITHOUT ASKING PERMISSION, THEY OPENED A GATE IN FARMER JONES' FENCE AND SET UP A TENT IN HIS PASTURE.

Florida Statute 810.9 - Whoever, without being invited, willfully enters any property for which notice against entering has been given by communication, posting signs, fencing or cultivation commits the offense of trespass. Trespass is a misdemeanor punishable by a fine or imprisonment up to 1 year.

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Resource Sheet #10a

Vandalism Newspaper Article

By JUDY HILL
St. Petersburg Times Staff Writer

"Vandalism is a juvenile group crime," says Lt. Dave Milchan of the Youth Services Division of the St. Petersburg Police Department.

Milchan, whose department handles all vandalism cases in St. Petersburg because "odds are that it will have been done by a juvenile," estimates 90 percent of vandalism arrests in the city last year involved minors.

The reasons for this incredible rising involvement in random, malicious crimes by young people?

"They're bored," says Detective Ed McReynolds of the Pinellas Park Police Department.

"THESE KIDS HAVE lost it in terms of academics," says Buddy Payne, director of the Pinellas Marine Institute, a nonresidential treatment center for troubled juveniles. "They drop out of school and have a lot of free time on their hands. Then they gang together with other kids who have a lot of time on their hands. Vandalism is one of the first signs of a bigger problem."

Psychiatrist Ted Machler says, "Some of them are angry and resentful. Some are reacting to peer pressure and trying to impress their friends. Some are bored and lack stimulation."

Machler also said that some vandalism can be related to a lack of value regarding "things."

"They don't see vandalism as an attack on property because the property has no value to them," Machler says. He also suggested that some juveniles commit acts of vandalism because they want the attention that comes with getting into trouble. "They do it because they want to get caught."

THE PSYCHIATRIST also said that vandalism is a crime most often committed by children from 11 to 14. "When they're older than that, they generally get into other things."

Vandalism to schools, Machler suggested, can be an expression of hostility towards institutions that children feel are failing them. He also suggested that the authority of the school can be the symbol of other authority in their lives that may be failing them.

R. C. Henry, director of Pinellas Youth Homes — group treatment homes for children in trouble — says, "I believe that vandalism, as with other juvenile law violations, is an attempt to get attention. It's a cry for help."

And Juvenile Court Judge Jack A. Page says, "Vandalism is a funny deal. Generally, a first-time vandal is an unthinking kid, guilty of one stupid act. They're not my usual delinquents. I've never seen them before (in court) and I'll never see them again. Most of them are not recidivists."

PAGE SAYS THAT second-time vandals are, "Juvenile delinquents and we need to be working with them."

Resource Sheet #10b

Law Enforcement Officer's Suggested Lesson Outline

Vandalism

Objectives The student will:

Recognize the nature of the crime of vandalism.
Recognize the legal consequences of vandalism.
Develop respect for the feelings, rights and property of others.

Terms Vandalism - Destroying or injuring public or private property on purpose.

Lesson Outline

I. Introduction of officer

II. Discussion of vandalism

What is vandalism?

What are examples of vandalism you have seen?

Who pays the cost of vandalism in the long run?

What are the possible legal consequences of vandalism? A misdemeanor or felony?

Are parents responsible financially for their children's actions?

III. Setting the stage for the film

Ask half the class to view the film thinking about how the boy felt and half of the class thinking about how the old man felt.

IV. Viewing the film "Greenhouse" by Barr Films (11 min.)

V. Follow-up discussion

What are some of the feelings of the boy? The man?

What changes did you notice in those feelings?

Did the boy break the law?

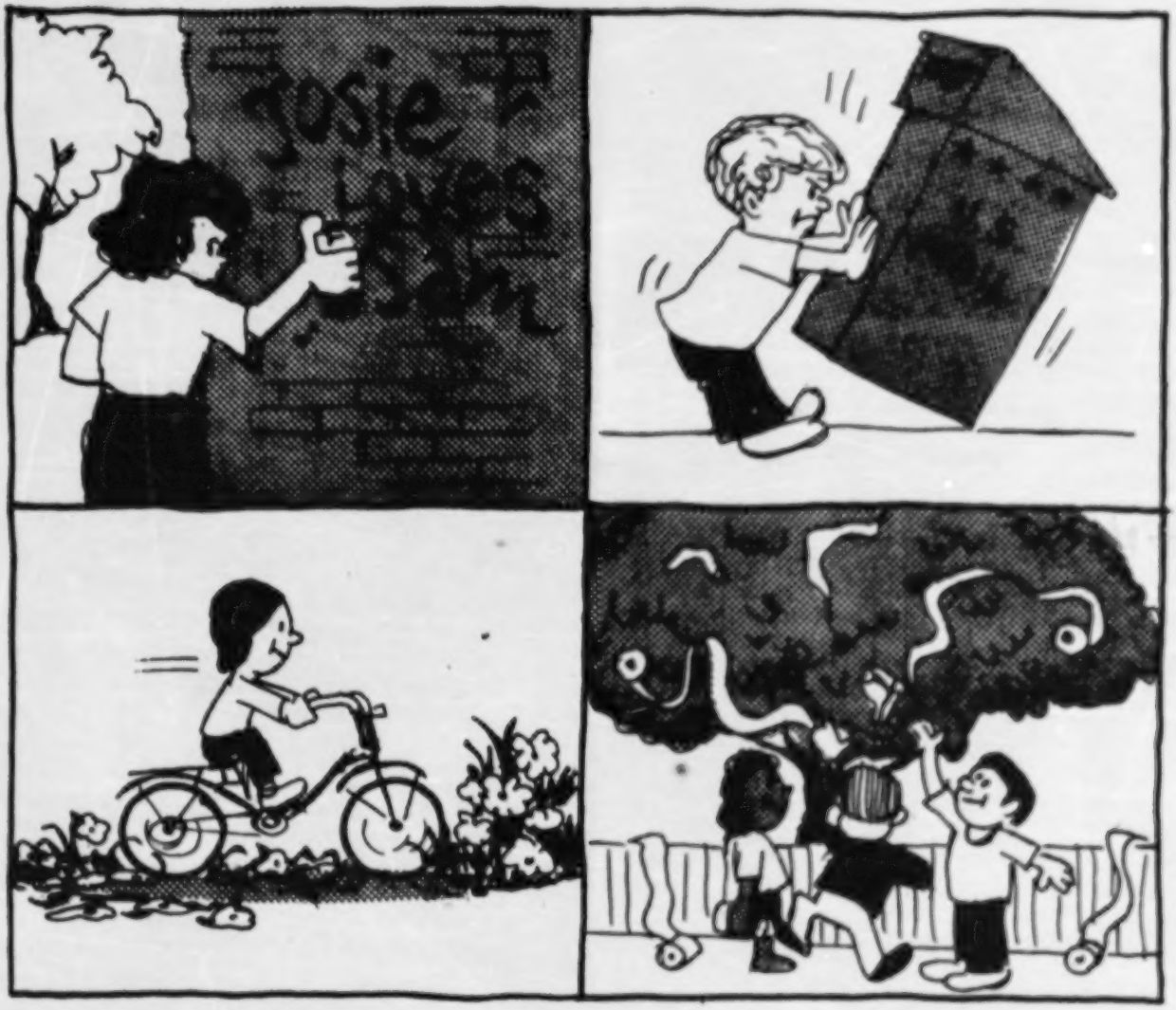
Why were no police involved?

How else might this story have ended?

What would the role of a police officer have been if the man had reported the greenhouse vandalism?

VI. Conclusion

What can you do to cut down on the crime of vandalism?


Josie loves Sam

Resource Sheet #10d

Law Enforcement Officer's Suggested Lesson Outline

Theft/Shoplifting

Objectives The student will:

Recognize the nature of the crime of theft.
Explain that shoplifting is a form of theft.
Describe methods used by store owners to catch shoplifters.
Explain the effects of shoplifting on store owners and on the public.
Recognize the consequences of theft.
Name ways to protect property against theft.

Terms Theft/Shoplifting - Taking someone's property illegally with the intention of keeping it.

Lesson Outline

I. Introduction of officer

II. Discussion of theft/shoplifting

What is theft?

Which are examples of theft?

Taking a friend's candy bar and eating it
Using the teacher's eraser and returning it
Using a lunch ticket taken from someone's desk
Taking, using and returning a neighbor's lawn mower while the neighbor is on vacation

Why is shoplifting theft?

How do stores catch shoplifters?

How does shoplifting affect store owners? Other people?

Does taking small things later lead to greater theft?

What are the consequences of committing theft?

Theft - If a misdemeanor punishable by up to 60 days in the county jail.

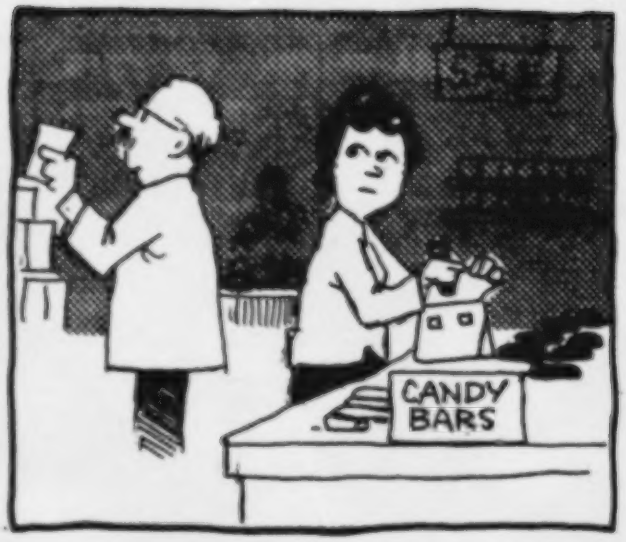
If a felony punishable by up to 15 years in the state penitentiary.

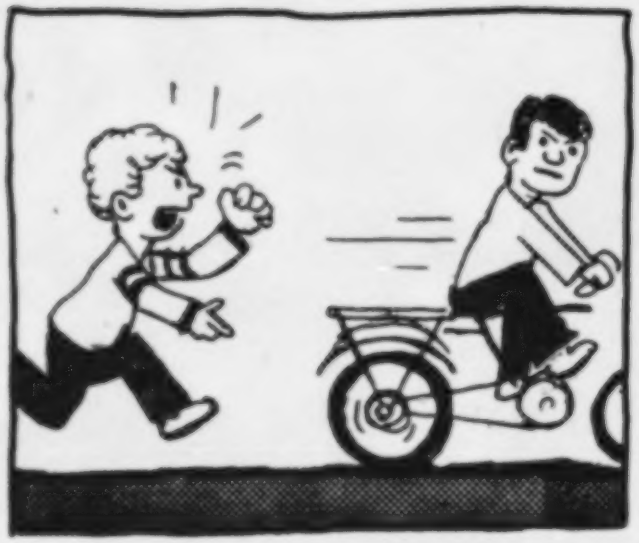
III. Discussion of property protection

What can you do to protect your property from theft?
Marking valuables
Keep household inventory
Record serial numbers
Lock property

Resource Sheet #10e

Officer's Illustrations





Resource Sheet #10f

Law Enforcement Officer's Suggested Lesson Outline

Assault-Battery-Weapons-Deadly Missiles

Objectives

The student will:

Distinguish between assault and battery.
Explain when an object becomes a weapon.
Describe the consequences of crimes discussed.

Terms

Assault - Threatening someone or trying to hit someone.

Battery - Hitting someone.

Throwing deadly missiles (weapons) - Throwing or firing a dangerous object at a building, inside a building or at a vehicle.

Lesson Outline

I. Introduction of officer

II. Discussion of assault and battery

What is assault?
What is battery?
What are the consequences of committing assault?
Up to 60 days in the county jail
What are the consequences of committing battery?
Up to 1 year in the county jail

III. Discussion of weapons/deadly missiles

What is a weapon?
What are some examples of weapons?
When do objects become weapons?
What is a deadly missile?
What does the law say about BB guns and slingshots?
Florida Statute 790.22
City Ordinance
Who can legally own and use a weapon?
What are the consequences of weapons violations?
They vary. BB gun is a misdemeanor punishable by up to 60 days in the county jail. Carrying a concealed firearm is punishable by up to 5 years in the state penitentiary

IV. Question and answer period

Resource Sheet #10g

Officer's Illustrations

Resource Sheet #10h

Law Enforcement Officer's Suggested Lesson Outline

Robbery-Burglary-Extortion

Objectives The student will:

Distinguish between robbery and burglary.
Recognize the nature of the crime of extortion.
Describe ways of protecting property.

Terms

Robbery - Taking property away from a person by force or by putting him or her in fear.

Burglary - Breaking into or remaining in a building or vehicle in order to commit a crime.

Extortion - Getting a person to give you something by threatening to do harm.

Lesson Outline

I. Introduction of officer

II. Discussion of burglary

What is burglary?
What are some examples of burglaries?
What can you or your parents do to prevent your property from being burglarized?
What should you do if you think there is a burglar in your house?

III. Discussion of robbery

What is robbery?
What are some examples of robberies?
What could people to do avoid being robbed?
  Store owners
  Elderly people
  Shoppers
What should you do if you are approached by a robber?
  Cooperate to protect your life.
  Observe details that will be helpful to the police.

IV. Discussion of extortion

What is extortion?
What are some examples of extortion?
Could extortion occur at school?
What could you do if you became involved in an extortion threat?

V. Explanation of drug use relation to crimes described

VI. Question and answer period

Resource Sheet #101

Officer's Illustrations

Resource Sheet #10J

Juvenile Arrests in Florida

Offense	1978	1979	Up (+) or Down (-)
assault (aggravated)	3,305	3,493	
burglary	15,445	16,003	
drug possession	6,643	6,179	
murder	59	62	
robbery	1,568	1,915	
runaways	8,458	7,542	
theft	25.320	26,554	
theft (vehicle)	2,701	2,941	
vandalism	4,610	4,659	

Worksheet #10

Whom Would You Charge? With What?

Each of the situations below was reported in a local newspaper.

Read each one carefully. Decide what crime has been committed and who should be charged with the crime.

Circle the word or name of the person you would charge with the crime.

Write the name of the crime(s) on the line.

1. A St. Petersburg sixth grader threw a rock at a bread delivery truck. The windshield broke and glass cut the driver badly.

   Crime: _____

2. A man became angry and hit his neighbor for not keeping his dog in his own yard.

   Crime: _____

3. Two Clearwater teenagers were caught siphoning gas from a truck that belonged to Bill's Plumbing Company.

   Crime: _____

4. A woman in her twenties was caught taking a gold chain from a store in the Pinellas Square Mall. She kicked and hit the store manager who caught her.

   Crimes: _____

5. A woman in upper Pinellas County walked into an unlocked house and was caught as she started to empty a child's piggy bank.

   Crime: _____

6. Two men became angry over a parking space at the shopping center. One threatened to beat up the other.

   Crime: _____

Test Sheet #10

Each story below describes a violation of a law. Write the violation on the blank line beneath each story.

Word Bank:	Vandalism	Battery	Theft/shoplifting
	Assault	Robbery	Throwing a deadly missile
	Extortion	Burglary	

1. Harry took a comic book from the counter of the drugstore and walked out without paying for it.

_____

2. During a baseball game Kevin became angry at the other team's pitcher and hit him with his fist.

_____

3. Three students broke into the storage room at Bill's Bicycle Shop after it closed so they could take bicycle parts.

_____

4. Over the weekend two children who live near the school were seen pulling up plants in the garden planted by second graders.

_____

5. Two teenagers were caught at the shopping center when they frightened a lady and took her purse.

_____

6. On the way to school Sandy was being teased by Mike. Sandy's big brother became very angry and told Mike that he'd stomp him if he didn't stop.

_____

7. Wally told Bill that if he didn't give him half of his candy bar he would make up a story and tell the teacher he had seen Bill steal the candy.

_____

8. A group of students hid behind bushes and threw green oranges at passing cars.

_____

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Resource Sheet #11a

Child Abuse Law

CHAPTER 827

ABUSE OF CHILDREN OR DISABLED PERSONS

827.01 Definitions.
827.03 Aggravated child abuse.
827.04 Child abuse.
827.05 Negligent treatment of children.
827.06 Persistent nonsupport.
827.07 Abuse of children.
827.08 Misuse of child support money.
827.09 Abuse of developmentally disabled persons; reports; penalties.

827.01 Definitions.—As used in this chapter:

(1) "Child" means any person under the age of 18 years.

(2) "Placement" means the giving or transferring of possession or custody of a child by any person to another person for adoption or with the intent or purpose of surrendering the control of the child.

(3) "Torture" means every act, omission, or neglect whereby unnecessary or unjustifiable pain or suffering is caused.

History.—s. 68, ch. 74-383, s. 1, ch. 77-174.

827.03 Aggravated child abuse.—Whoever:

(1) Commits aggravated battery on a child;

(2) Willfully tortures a child;

(3) Maliciously punishes a child; or

(4) Willfully and unlawfully cages a child

shall be guilty of a felony of the second degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

History.—s. 1, ch. 4721, 1899; s. 1, ch. 4971, 1901; GS 3236, 3238; RGS 5069, 5071; s. 1, ch. 8331, 1923; CGL 7171, 7173; s. 1, ch. 65-113; s. 1, ch. 70-8; s. 949, ch. 71-136; s. 49, ch. 74-383; s. 30, ch. 75-298.

Note.—Former s. 828.04.

cf.—s. 450.151 Hiring and employing children.

'827.04 Child abuse.—

(1) Whoever, willfully or by culpable negligence, deprives a child of, or allows a child to be deprived of, necessary food, clothing, shelter, or medical treatment, or who, knowingly or by culpable negligence, permits physical or mental injury to the child, and in so doing causes great bodily harm, permanent disability, or permanent disfigurement to such child, shall be guilty of a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(2) Whoever, willfully or by culpable negligence, deprives a child of, or allows a child to be deprived of, necessary food, clothing, shelter, or medical treatment, or who, knowingly or by culpable negligence, permits physical or mental injury to the child, shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(3) Any person who commits any act which thereby causes or tends to cause or encourage any person under the age of 18 years to become a delinquent or dependent child, as defined under the laws of Florida, or which contributes thereto, or any person who shall, by act, threats, commands, or persuasion, induce or endeavor to induce any person under the age of 18 years to do or to perform any act, to follow any course of conduct, or so to live, as would cause or tend to cause such person under the age of 18 years to become or to remain a dependent or delinquent child, as defined under the laws of this state, is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084. It shall not be necessary for any court exercising juvenile jurisdiction to make an adjudication that any child is delinquent or dependent in order to prosecute a parent or any other person under this section. An adjudication that a child is delinquent or dependent shall not preclude a subsequent prosecution of a parent or any other person who contributes to the delinquency or dependency of the child.

History.—s. 50, ch. 74-383; s. 30, ch. 75-298; s. 1, ch. 77-73; s. 1, ch. 77-429.

'Note.—As amended, effective October 1, 1977.

'827.05 Negligent treatment of children.—Whoever, though financially able, negligently deprives a child of, or allows a child to be deprived of, necessary food, clothing, shelter, or medical treatment or permits a child to live in an environment, when such deprivation or environment causes the child's physical or emotional health to be significantly impaired or to be in danger of being significantly impaired shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083, or 775.084.

History.—s. 2, ch. 65-113; s. 942, ch. 71-136; s. 51, ch. 74-383; s. 30, ch. 75-298; s. 2, ch. 77-429.

'Note.—As amended, effective October 1, 1977.

Note.—Former s. 828.042.

827.06 Persistent nonsupport.—

(1) Any person who, after notice, fails to provide support which he is able to provide to children or spouse whom he knows he is legally obligated to support, and over whom no court has jurisdiction in any proceedings for child support or dissolution of marriage, shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(2) Prior to commencing prosecution under this section, the State Attorney must advise the person responsible for support by certified mail, return receipt requested, that a prosecution under this section will be commenced against him unless he makes such delinquent support payments or provides a satisfactory explanation as to why he has not made such payments.

History.—s. 52, ch. 74-383; s. 31, ch. 75-298.

cf.—s. 1.01 defines "registered mail" to include certified mail with return receipt requested.

827.07 Abuse of children.—

(1) DEFINITIONS.—As used in this section:

(a) "Child" means any person under the age of 18 years.

'(b) "Abuse" or "maltreatment" includes any willful or negligent acts which result in neglect, malnutrition, sexual abuse, physical injury, mental injury, or failure to provide sustenance, clothing, shelter, or medical attention.

(c) "Abused child" means any child who has been

subject to abuse or whose condition suggests that he has been abused.

(d) "Department" means the Department of Health and Rehabilitative Services.

(e) "Physician" means any licensed physician, dentist, podiatrist, or optometrist and any intern or resident.

[1](f) "Unfounded report" means any report made pursuant to this section when an investigation determines that no indication of the alleged abuse or maltreatment exists.

[2](g) "Indicated report" means a report made pursuant to this section if an investigation determines that some indication of the alleged abuse or maltreatment exists.

[3](h) "Physical injury" means death, permanent or temporary disfigurement, or impairment of any bodily organ.

[4](i) "Mental injury" means an injury to the intellectual or psychological capacity of a child as evidenced by a discernible and substantial impairment in his ability to function within his normal range of performance and behavior, with due regard to his culture.

[5](2) PURPOSE.—The purpose of this section is to provide for the detection and correction, through the provision of rehabilitative and ameliorative services, of the abuse or maltreatment of children who are unable to protect themselves. Such abuse or maltreatment includes any willful or negligent acts which result in neglect, malnutrition, sexual abuse, physical injury, mental injury, or failure to provide necessary treatment, attention, sustenance, clothing, shelter, or medical services. A parent or guardian legitimately practicing his religious beliefs who thereby does not provide specified medical treatment for a child shall not, for that reason alone, be construed a negligent parent or guardian; however, such an exception shall not preclude a court from ordering, when the health of the child requires it, that:

(a) Medical services from a licensed physician, as defined herein, or

(b) Treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization,

be provided. Any licensed physician providing medical treatment under the provisions of paragraph (a) shall not be held criminally liable.

(3) CONSIDERATIONS PRELIMINARY TO SUBMISSION OF REPORT.—In consideration of physical injury, the following items shall be considered evidence of maltreatment before the report is required:

(a) Characteristic distribution of fractures;

(b) Disproportionate amount of soft tissue injury;

(c) Evidence that injuries occurred at different times or are in different stages of resolution;

(d) Cause of recent trauma in question;

(e) Family history;

(f) History of previous episodes; and

(g) No new lesions occurring during child's hospitalization or removal from custody of a parent or caretaker.

[1](4) REPORTS OF ABUSE REQUIRED.—

(a) Any person, including, but not limited to, any physician, nurse, teacher, social worker, or employee of a public or private facility serving children, who has reason to believe that a child has been subject to abuse shall report or cause reports to be made to the department. When the attendance of a physician with respect to a child is pursuant to the performance of services as a member of a staff of a hospital, clinic, or similar institution, he shall notify the person in charge of the institution or his designated delegate, who shall report or cause reports to be made in accordance with the provisions of this section.

(b) Any person required to report or investigate cases of suspected child abuse or maltreatment, who has cause to suspect that a child died as a result of abuse or maltreatment, shall report that fact to the appropriate medical examiner. The medical examiner shall accept the report for investigation pursuant to s. 406.11 and shall report his finding to the police, the appropriate State Attorney, and the department. Autopsy reports maintained by the medical examiner shall not be subject to the confidentiality requirement provided for in this section.

(c) Any person required to investigate cases of suspected child abuse or maltreatment may take or cause to be taken photographs of the areas of trauma visible on a child who is subject to a report and, if the areas of trauma visible on the child indicate a need for a radiological examination, may cause the child to be referred for diagnosis to a licensed physician or an emergency department in a hospital. Any licensed physician who has reasonable cause to suspect that an injury was the result of child abuse may authorize a radiological examination to be performed on the child. The county in which the child is a resident shall bear the initial costs for the x-rays of the abused child; however, the parent, guardian, or custodian of the child shall be required to reimburse the county for the costs of such x-rays and to reimburse the Department of Rehabilitative Services for the cost of photographs taken pursuant to this paragraph. Any photographs or reports on x-rays taken pursuant to this section shall be sent to the department at the time the written report is sent or as soon thereafter as possible.

(5) NATURE AND CONTENT OF REPORT.—An oral report shall be made immediately by telephone or otherwise to the department, followed as soon thereafter as possible by a report in writing. Such reports shall contain, if known, the names and addresses of the abused child and his parents or other persons responsible for his care, other children threatened by the abusive conduct, the abused child's age, the nature and extent of the injuries, and any other information that the reporter believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator.

[1](6) RESPONSIBILITIES OF PUBLIC AGENCIES.—

(a) Upon receipt of a report of abuse of a child, the department shall cause an immediate investigation to be made. If the department has reason to believe that a child has been criminally abused, it shall immediately and orally notify the State Attor-

ney, who shall assist local law enforcement officers in the investigation of the case. The department shall secure the cooperation of law enforcement officials, courts of competent jurisdiction, and other appropriate state and local agencies providing human services. All state, county, and local agencies have a duty to give full cooperation to the department, to transmit reports of abuse to the department, to protect and enhance the welfare of abused children, and to protect and enhance the welfare of other children potentially subject to abuse detected by a report made pursuant to this section. Any report which alleges that an employee or agent of the department, acting in an official capacity, has committed an act of child abuse shall be investigated by the State Attorney in whose circuit the alleged act of child abuse occurred.

(b) A law enforcement officer or authorized agent of the department may take a child into protective custody as provided in chapter 39. Any person in charge of a hospital or similar institution or any physician treating a child may keep that child in his custody without the consent of the parent or the guardian, whether or not additional medical treatment is required, if the circumstances or conditions of the child are such that continuing in his place of residence or in the care or custody of the parent, guardian, custodian, or other person responsible for the child's care presents an imminent danger to the child's life or health. Any person taking a child into protective custody shall immediately notify the department. The department shall notify the parent or the person responsible for the child's welfare that the child has been taken into custody. The department shall attempt to avoid placement of a child in an institution whenever possible. The department shall begin child protective proceedings in the circuit court at the next regular session of the court, pursuant to the requirements of chapter 39.

[1](7) ESTABLISHMENT AND MAINTENANCE OF CENTRAL REGISTRY.—A central registry shall be established and maintained by the department. The registry shall contain information as to the name of the abused child, the name of the family or other persons responsible for his care, and the result of the investigation. All information maintained in the registry and all reports and records transmitted to or maintained by any person permitted under this section to receive such information, concerning known or suspected instances of child abuse or maltreatment, shall be confidential and not open to inspection by the public. However, appropriate disclosure may be made for use in connection with the treatment of the abused child or the person perpetrating abuse. Information contained in the registry may also be available for purposes of significant research relating to child abuse. The department shall not make such information available, however, unless application is made by a researcher or research agency of professional repute, and unless the need for the records and the significance of the research for which they are to be used have been demonstrated to the satisfaction of the department. Records shall not be opened under this subsection unless adequate assurances are given that patients' names and other identifying information will not be disclosed by the applicant. In addition, the names of persons reporting abuse shall in no case be released to any person, other than employees of the department involved in the investigation of reports of abuse, without the written consent of the person reporting.

[2](8) CLASSIFICATION OF REPORTS.—All reports of child abuse or maltreatment maintained within the central registry shall be classified in one of three categories: under investigation, indicated, or unfounded. Upon receipt of the complete written report from the required investigation, reports shall be classified as indicated or unfounded. All identifying information contained in reports classified as unfounded shall be immediately expunged. All identifying information contained in reports classified as indicated shall be expunged from the registry 7 years from the date that the last indicated report was received. However, if the individual remains a client of the Department of Health and Rehabilitative Services, all identifying information contained in reports classified as indicated shall not be expunged. All information, other than identifying information, maintained in indicated or unfounded reports at the time of expunction shall be disposed of in a manner deemed appropriate by the department.

(9) TRANSMITTAL OF REPORTS TO STATE ATTORNEYS AND CIRCUIT COURTS.—If, upon investigation of a report as provided in subsection (6), it is suspected that a child has been criminally abused, the department shall immediately transmit the report received by it to the State Attorney and the Circuit Court of the county where the incident occurred.

[1](10) IMMUNITY.—Anyone participating in the making of a report, the taking of photographs or x-rays, or the taking of a child into custody pursuant to this section or participating in a judicial proceeding resulting therefrom shall be presumed prima facie to be acting in good faith and in so doing shall be immune from any liability, civil or criminal, that otherwise might be incurred or imposed.

(11) PRIVILEGES.—The psychotherapist-patient privilege, husband-wife privilege, or any privilege, except the attorney-client privilege, provided for or covered by law, both as they relate to the competency of the witness and to the exclusion of confidential communications, shall not pertain in any civil or criminal litigation in which a child's neglect, dependency, abuse, or abandonment is in issue or in any judicial proceedings resulting from a report submitted pursuant to this section.

(12) GUARDIAN AD LITEM.—A guardian ad litem may be appointed by the court to represent the child in any child-abuse judicial proceeding.

[1](13) EDUCATION AND TRAINING.—The department shall, within available appropriations, conduct a continuing publicity and education program for district department staff, persons and officials required to report, and any other appropriate persons, to encourage the fullest degree of reporting of suspected child abuse or maltreatment. The program shall include, but not be limited to, information concerning the responsibilities, obligations, and powers provided under this chapter; the methods for diagnosis of child abuse and maltreatment; and the

procedures of the child protective service program, the circuit court, and other duly authorized agencies.

"(14) PENALTIES.—

(a) Any person responsible for the care of a child who fails to report a case of known or suspected child abuse shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(b) Any person who knowingly or willfully prevents another person from making such report shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083 or s. 775.084.

(c) Any person who willfully or knowingly makes public or discloses any confidential information contained in the child-abuse registry or the records of any child-abuse case, except as provided in this section, shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

History.—ss. 1, 6, ch. 63-23; s. 941, ch. 71-136; ss. 1, 18, ch. 71-97; s. 32, ch. 71-355; s. 65, ch. 74-383; s. 1, ch. 75-101; s. 1, ch. 75-185; s. 4, ch. 76-237; s. 3, ch. 77-129.

*Note.—As amended, effective October 1, 1977.

**Note.—Effective October 1, 1977.

Note.—Former s. 828.041.

827.08 Misuse of child support money.—Any person who willfully misapplies funds paid by another or by any governmental agency for the purpose of support of a child shall, for the first offense, be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083, and for a second or subsequent conviction under this section, be guilty of a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084. A person shall be deemed to have misapplied child support funds when such funds are spent for any purpose other than for necessary and proper home, food, clothing, and the necessities of life, which expenditure results in depriving the child of the above named necessities. All public welfare agencies shall give notice of the provisions of this section at least once to each payee of any public grant made for the benefit of any child and shall report violations of this section to the proper prosecuting officer.

History.—s. 1, ch. 61-216; s. 958, ch. 71-136; s. 68, ch. 74-383.

Note.—Former s. 828.041.

827.09 Abuse of developmentally disabled persons; reports; penalties.—

(1) DEFINITIONS.—As used in this section:

(a) "Developmentally disabled person" means any person who suffers from a condition of mental retardation, epilepsy, cerebral palsy, or other disability which causes the person to be substantially unable to protect himself from the abusive conduct of others.

(b) "Abuse" and "maltreatment" mean neglect, malnutrition, physical or psychological injury inflicted other than by accidental means, and failure to provide necessary treatment, habilitation, care, sustenance, clothing, shelter, supervision, or medical services.

(c) "Abused person" means any developmentally disabled person who has been subjected to abuse or whose condition suggests that he has been abused.

(d) "Facility" means any public or private hospital, training center, clinic, school, or other program or service for developmentally disabled persons.

(e) "Department" means the Department of Health and Rehabilitative Services.

(2) PURPOSE.—The purpose of this section is to provide for the detection and correction of the abuse or maltreatment of developmentally disabled persons whose health and welfare are adversely affected or further threatened by the abusive conduct of others. It is intended that the mandatory reporting of such cases will cause the protective services of the state to be brought to bear in an effort to prevent further abuse and to protect and enhance the welfare of developmentally disabled persons.

(3) REPORTS OF ABUSE.—

(a) Any person, including, but not limited to, any physician, psychologist, nurse, teacher, social worker, employee of a public or private facility serving developmentally disabled persons, or parent of such developmentally disabled person, who has reason to believe that a developmentally disabled person has been subjected to abuse shall report, or cause reports to be made, to the department. When the attendance of any person with respect to a developmentally disabled person is pursuant to the performance of services as a member of a staff of a hospital, training center, clinic, school, or similar facility, he shall also notify the person in charge of the facility or his designated delegate, who shall also report or cause reports to be made in accordance with the provisions of this section.

(b) Every facility serving developmentally disabled persons shall inform residents of their right to report abusive practices and shall establish appropriate policies and procedures to facilitate such reporting.

(4) CONDITIONS PRELIMINARY TO SUBMISSION OF THE REPORT.—

(a) In consideration of physical injury, the following items shall be considered evidence of maltreatment before the report is required:

1. Characteristic distribution of fractures.
2. Disproportionate amount of soft tissue injury.
3. Evidence that injuries occurred at different times or are in different stages of resolution.
4. Cause of recent trauma in question.
5. Family or facility history.
6. History of previous episodes.
7. No new lesions occurring during the abused person's hospitalization or removal from custody of parent, custodian, or facility.

(b) In consideration of abusive conduct in facilities for the developmentally disabled, in addition to those items enumerated in paragraph (a), the following items shall be considered evidence of maltreatment before the report is required:

1. Cruel and unusual disciplinary practices and procedures, including, but not limited to, corporal punishment, seclusion or excessive "time out" procedures, unnecessary or excessive medication, and unnecessary or excessive use of physical restraints.
2. Evidence of inappropriate or harmful program, habilitation, or treatment.
3. Cause of the recent abusive conduct in question.
4. Individual or facility history.

5. Evidence of degrading and dehumanizing practices and procedures.

(5) NATURE AND CONTENT OF REPORT.—An oral report shall be made immediately by telephone or otherwise to the department, followed as soon thereafter as possible by a report in writing. Such reports shall contain, if known, the names and addresses of the developmentally disabled person and his parents or other persons responsible for his care, other developmentally disabled persons, threatened by abusive conduct, the abused person's age, the nature and extent of his disability, the nature and extent of the injuries, and any other information that the reporter believes might be helpful in establishing the cause of the injuries, abuse, or maltreatment and the identity of the perpetrator.

(6) RESPONSIBILITIES OF PUBLIC AGENCIES.—Upon receipt of a report of abuse of a developmentally disabled person, the department shall cause an immediate investigation to be made and shall in turn, when appropriate, notify the State Attorney. All state, county, and local agencies have a duty to cooperate fully with the department, transmit reports of abuse to the department, and protect and enhance the welfare of abused developmentally disabled persons and developmentally disabled persons potentially subject to abuse detected by a report made pursuant to this section.

(7) CENTRAL REGISTRY.—Reports of abuse shall be recorded in central registries established and maintained by the department as required by s. 828.041, dealing with abuse of children. Each registry shall contain information as to the name of the abused developmentally disabled person and the members of the family or other persons responsible for his care, the facts of the investigation, and the result of the investigation. The information contained in the registry shall not be open to inspection by the public. However, appropriate disclosure may be made for use in connection with the treatment of the abused person or the person perpetrating abuse, and to counsel representing either person in any criminal or civil proceeding. Appropriate disclosure may also be made for use in connection with the hiring or employment of persons to serve developmentally disabled persons. In addition, information contained in the registry may be available for purposes of research relating to the abuse of developmentally disabled persons. The department shall make such information available upon application by a researcher or research agency of professional repute provided the need for the records has been demonstrated to the satisfaction of the department. Records shall not be opened under this provision unless adequate assurances are given that names and other information identifying developmentally disabled persons will not be disclosed by the applicant.

(8) TRANSMITTAL OF RECORDS.—With respect to any case of reported abuse of a developmentally disabled person, the department when appropriate shall transmit all reports received by it, which shall contain the results of the investigation, to the State Attorney of the county where the incident occurred.

(9) IMMUNITY.—Anyone participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall be presumed prima facie to be acting in good faith and in so doing shall be immune from any liability, civil or criminal, that otherwise might be incurred or imposed. Also, no resident or employee of a facility serving mentally disabled persons shall be subjected to reprisal or discharge because of his actions in reporting abuse pursuant to the requirements of this section.

(10) PRIVILEGES.—The physician-patient privilege, husband-wife privilege, or any privilege, except the attorney-client privilege, provided for or covered by law, both as it relates to the competency of a witness and to the exclusion of confidential communications, shall not pertain in any civil or criminal litigation in which the abuse or maltreatment of a mentally disabled person is an issue or in any judicial proceedings resulting from a report submitted pursuant to this section.

(11) PENALTIES.—Anyone knowingly and willfully violating the provisions of this section is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

History.—ss. 1-11, ch. 73-176; s. 1, ch. 77-174.
Note.—Former s. 828.043.

Resource Sheet #11d

"Who Do You Tell?"

Carefully select questions from the following which would be most appropriate for your students.

1. What have you learned from the film about solving problems? (*It's better to ask for help than to pretend there is no problem.*)

2. Have you ever had a problem you weren't sure would be a problem to anyone else? (*being short or tall, a different nationality, feeling alone*)

3. Do people sometimes have problems they feel they cannot tell anyone about? (*yes*)

4. What is a family support system, and how many people are in yours?

5. What parts of the community support system mentioned in the film are also available in your town/city? (*fire department, police department, churches, schools, etc.*)

6. Are there other members of your community support system that were not mentioned in the film? (*YMCA/YWCA, scouts*)

7. What kinds of problems can be solved with the help of your community support system?

8. Who would you tell if you were lost? Who wouldn't you tell? Who would you tell if someone was following you?

9. What kinds of problems can a police officer help you with?

10. What will a police officer do if he/she can't solve your problem alone? (*Find a resource in his/her support system that can help solve your problem.*)

11. What do you do if you tell someone in your support system about a problem and they can't help you (don't know how) or won't help you? (*Find someone else/keep asking.*)

12. How do drugs and alcohol make problems worse and harder to solve?

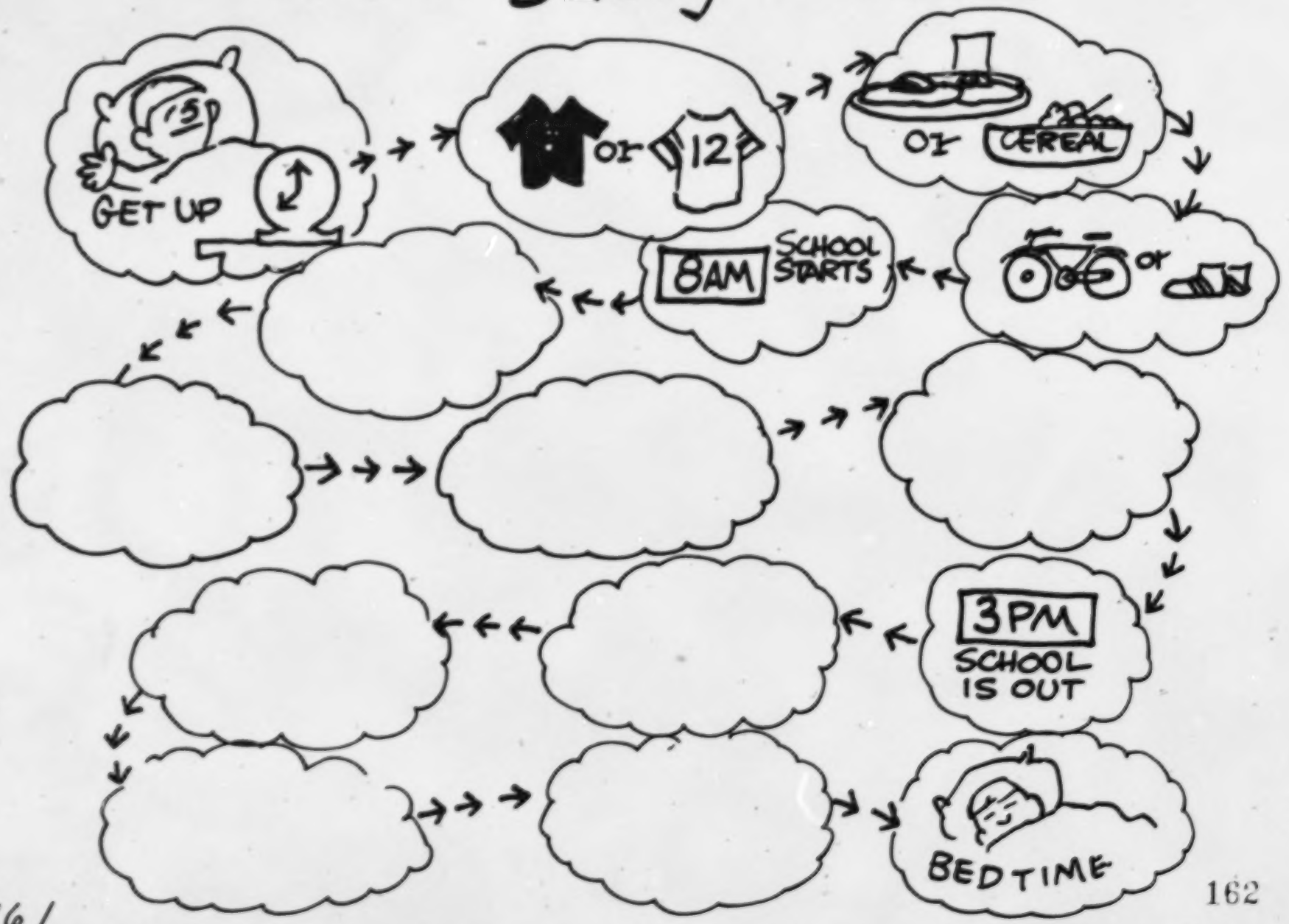
13. What would you do if a close friend or relative always wanted to touch you and you didn't want him/her to? Who would you tell?

14. What is an emergency hot line? What hot lines are available in your community?

15. Does it feel better knowing there are other people in your support system ready to help you with your problems?

Adapted from the "Who Do You Tell?" Teacher's Guide.

SIMPLE Daily DECISIONS



Resource Sheet #2

Resource Sheet #13a

Alternatives

Problem

Resource Sheet #13b

Alternatives

Problem

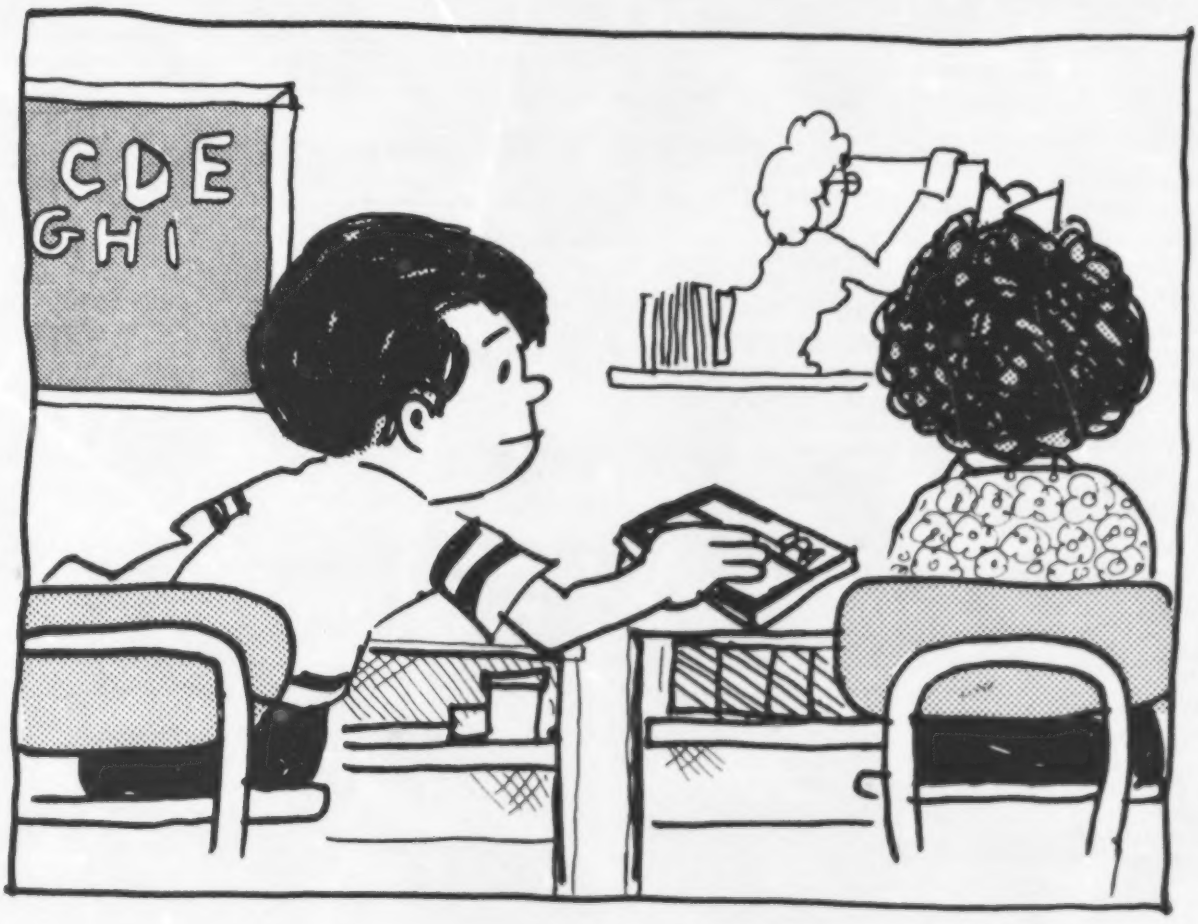
Resource Sheet #13c

Alternatives

Problem

Resource Sheet #13d

Borrowing Without Permission



What could you do if you saw someone taking someone else's property without permission?

Lost Ball

What could you do if you found this ball in the city park?

Cafeteria Clutter

What could be done to keep the cafeteria floor clean?

Resource Sheet #13g

What are the Alternatives?

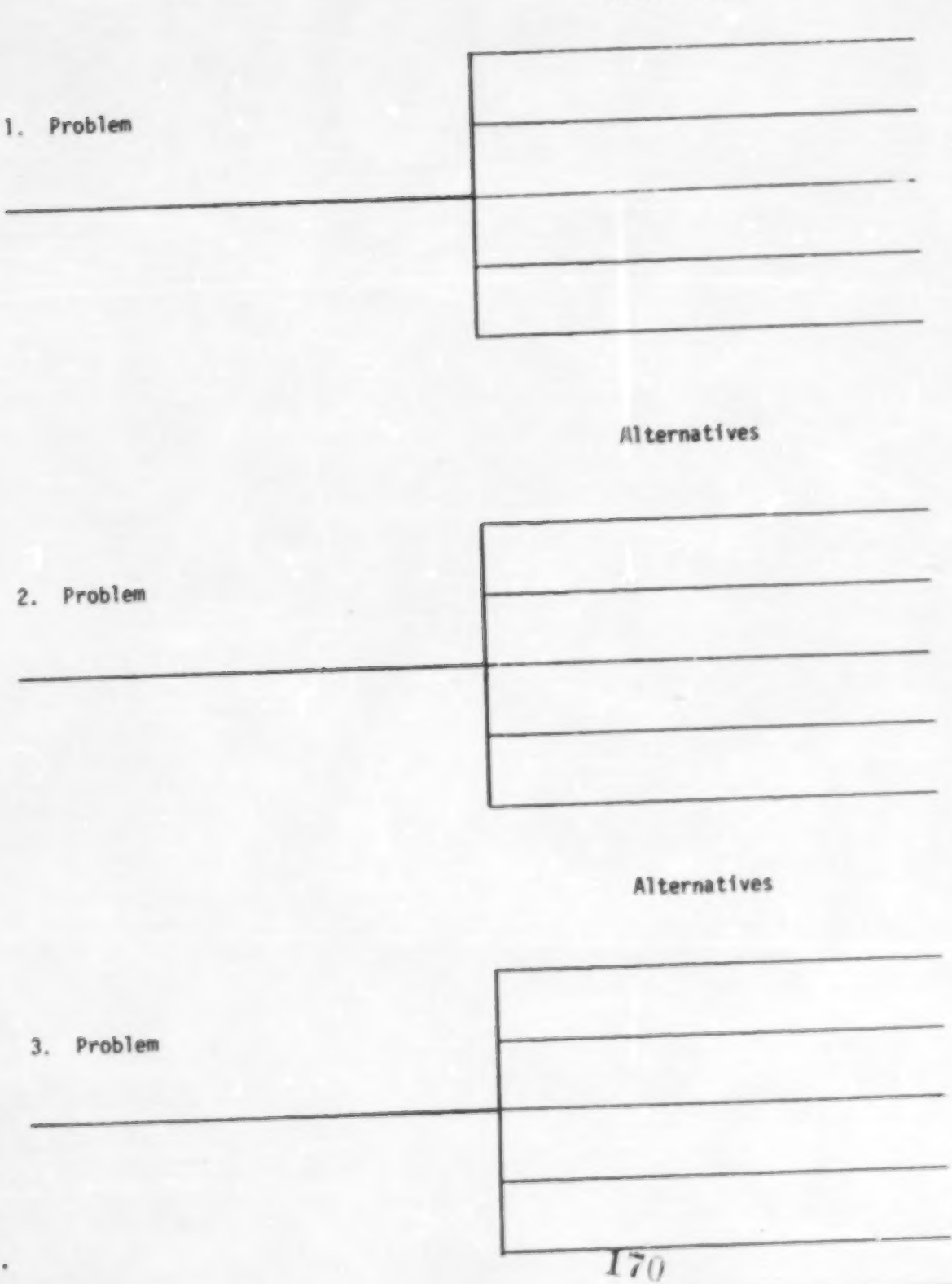
1.

2.

For Recorders Only

Worksheet #13a

What Could You Do?



Worksheet #13b

It's Your Decision

List at least five alternative actions that could be taken in each situation below. They need not be alternatives you would choose.

1. If you see someone take a pencil from another person's desk

2. If you find a ten dollar bill on the playground

3. If you lose your homework on the way to school

4. If you break a record you borrowed from a friend

5. If you can't do math problems given you for homework

Test Sheet #13

What are the Alternatives?

Look at the transparency made from Resource Sheet #13g.

Identify the two problems and list three alternatives for each problem.

1.

Problem	Alternatives

2.

Problem	Alternatives

Resource Sheet #14

Reprinted with permission from "Unfinished Stories" by N.E.A.

What Should Gloria Do?

Gloria's cheeks burned, but the rest of the class was laughing. Even Charlene, sprawled on the floor with the tray of paint jars, was laughing.

Gloria had been reading her science book and hadn't even noticed Charlene going by till she felt something hit her foot and heard the crash of the paint jars.

"You and your big feet!" Charlene yelled as she hit the floor, and everybody roared.

But this was the last straw for Miss Simpson. Everything had gone wrong all day long. She decided tht Gloria had tripped Charlene on purpose and so she announced that Gloria was to stay indoors at recess for one week.

Gloria wanted to explain, but she just sat there "opening and closing her mouth like a goldfish" as one of the girls giggled afterwards. It wasn't so much the punishment. It was the humiliation of being scolded in front of the class.

All afternoon Gloria burned inside. She could hardly speak when Miss Simpson asked her a question in arithmetic. Never before had she felt so angry and helpless.

It's so unfair, she thought. I'll get even. I won't do another thing for her as long as I live. And when Valentine's Day comes, she sure won't get a card from me!

At the end of the day, Gloria purposely banged down the lid of her desk so Miss Simpson would know she was mad at her and marched out the door. At supper that night she hardly ate a thing. Finally, at their urging, she told her family what was wrong.

"Shoot her!" cried Gloria's little brother, Jimmy. Gloria almost laughed, but she was too upset to do even that.

"Report it to the principal," her other brother said. "Well, do <u>something</u>," Mother put in. "Don't just stew about it." It was hard for Gloria to get rid of a grudge. Maybe she was taking it all too seriously. The rest of the class had thought it was funny. But it was no joke to her. She was really angry and had to get it off her chest. What should she do?

For Recorders Only

Worksheet #14a

Escaped Prisoners

Read the problem. List alternatives and consequences on the chart below.

Problem

You are on a back-pack camping trip with your troop and two teenage scout leaders. You are miles away from a telephone or a highway. You hear on the radio that escaped prisoners who are considered dangerous are in your area.

Alternatives	Consequences
1.	
2.	
3.	
4.	

For Recorders Only

Worksheet #14b

The Stranger

Read the problem. List alternatives and their consequences on the chart below.

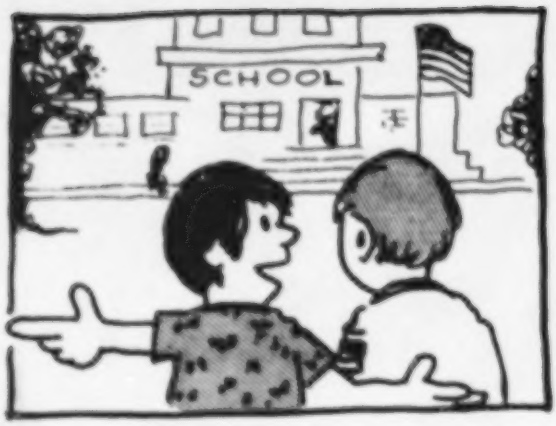
Problem

You are babysitting with a two-year old when a woman you have never seen comes to the house and says that the child's mother asked her to pick up the baby and that you are to go home.

Alternatives	Consequences
1.	
2.	
3.	
4.	

Worksheet #14c

For Recorders Only



No School Today?

Read the problem. List alternatives and consequences on the chart below.

Problem

You and your friend are on your way to school. Your friend suggests that you both skip school for the day and "bum around."

Alternatives	Consequences
1.	
2.	
3.	
4.	

HOW I FEEL

1
I am proud when....

2
I am afraid when....

3
It is a great feeling to....

4
When I am grown up I will always...

5
I'd love to be able to....

Resource Sheet #15b

What's Important?

Role Play 1

As Bill and Ray pass Tim's house they see Tim's super skateboard on the front porch. They know that Tim has gone out with his family and they will be gone all day. Both boys go up on the porch for a better look at the skateboard. Bill coaxed Ray to "borrow" the skateboard. Then Bill would go home for his and the two of them could skateboard down the great hill on Center Street.

What happens next?

Role Play 2

As Lynne opens the door to the girls' bathroom at school, she see two of her friends stuffing paper towels into the toilet to make it overflow when it is flushed. This has happened several times this year in the girls' bathroom. The principal said that if it happened again the bathroom would be closed except for certain times during the day when there would be a monitor on duty. Lynne's friends plead with her not to report them. They threaten never to play with her again if she does.

What happens next?

Role Play 3

Chuck, Richie and Janice were sitting outside the "7-11" after school wishing they had enough money for three Slurpies--they only had money for two. As they talked little Toby Thomas walks by with a dollar bill in his hot little fist. Maybe they could get some money from Toby!

What happens next?

Role Play 4

For the third time in a month, Randy's neighbor, Mr. Gripemore, called the police about Randy's dog running through his yard. What a grouch! Randy's parents told him that if there were another complaint the dog would have to be given away. When Randy saw that Mr. Gripemore's car was parked in the driveway with the keys still in it, Randy had all sorts of ideas about getting even. His friend Mike walked up at that minute.

What happens next?

Resource Sheet #15c

Two Criminals and Their Friends

John Spinkelink

John Spinkelink was sentenced to death for shooting Joseph Szymankiewicz and clubbing him with a hatchet in a Tallahassee motel. The murder trial was not Spinkelink's first brush with the law. His mother said he had been hanging around with a bad crowd since he was twelve. He had been arrested for disturbing the peace and resisting arrest. He was sent to prison in California for robbery but he escaped just before he met Joseph Szymankiewicz, a hitchhiker, whom he murdered.

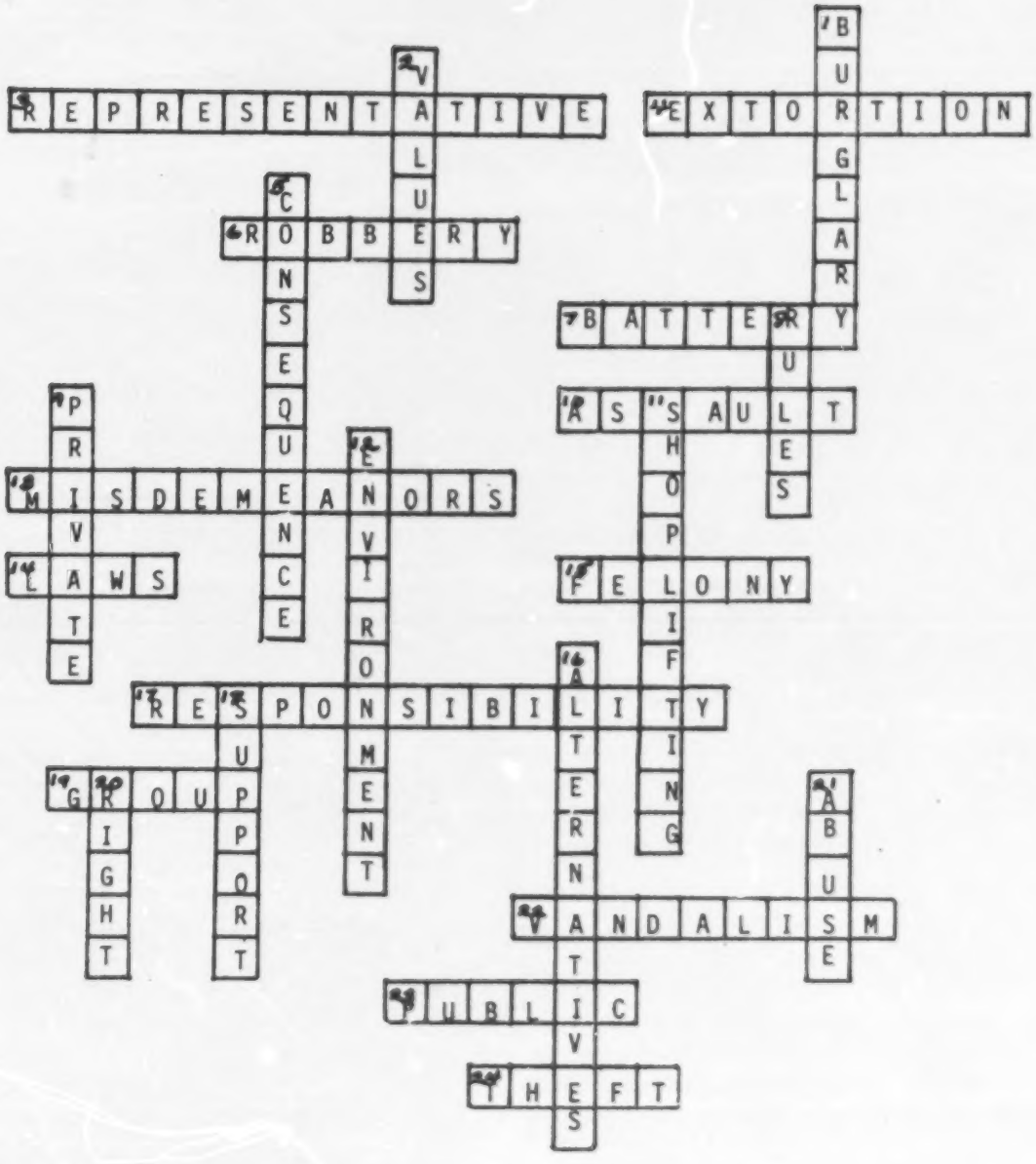
Eve Postell

At age 13, Eve Postell was sentenced to prison for 114 years. She was found guilty of second degree murder, strong-arm robbery and burglary. She and four other juveniles beat an 85 year old man while they robbed him. He died from the injuries. Eve lived in a rough neighborhood where kids who wanted to be accepted had to be tough. Her playmates were children who robbed and openly used drugs. One boy had been a heroin addict since he was ten. She often skipped school and could neither read nor write. She had a record of twenty-one arrests for different crimes. Eve joins more than 2,643 juveniles who have been sentenced to Florida prisons in the past ten years.

Resource Sheet #15d

Vocabulary Review Crossword Puzzle

Answer Key



Resource Sheet #15e

Future World

1. Ask the children how many have visited Disney World. Then read the following article about a new Disney project.

EPCOT gets under way with typical Disney touch

Compiled from Times staff and wire reports

Four Florida governors, a glittering golden globe suspended 178 feet high, and a groundbreaking with a General Motors 40-ton Terex truck gave a distinctly Disney touch to the start of construction Monday of the long-awaited EPCOT (Experimental Prototype Community of Tomorrow) at Walt Disney World.

Gov. Bob Graham and former governors Haydon Burns, Claude Kirk and Reubin Askew were present.

Construction of two major theme areas — Future World and World Showcase — will cost $800-million and cover almost double the area of the Magic Kingdom. Over the next three years it will be the largest private construction project in the nation, the Disney people predict. Opening day is scheduled for Oct. 1, 1982.

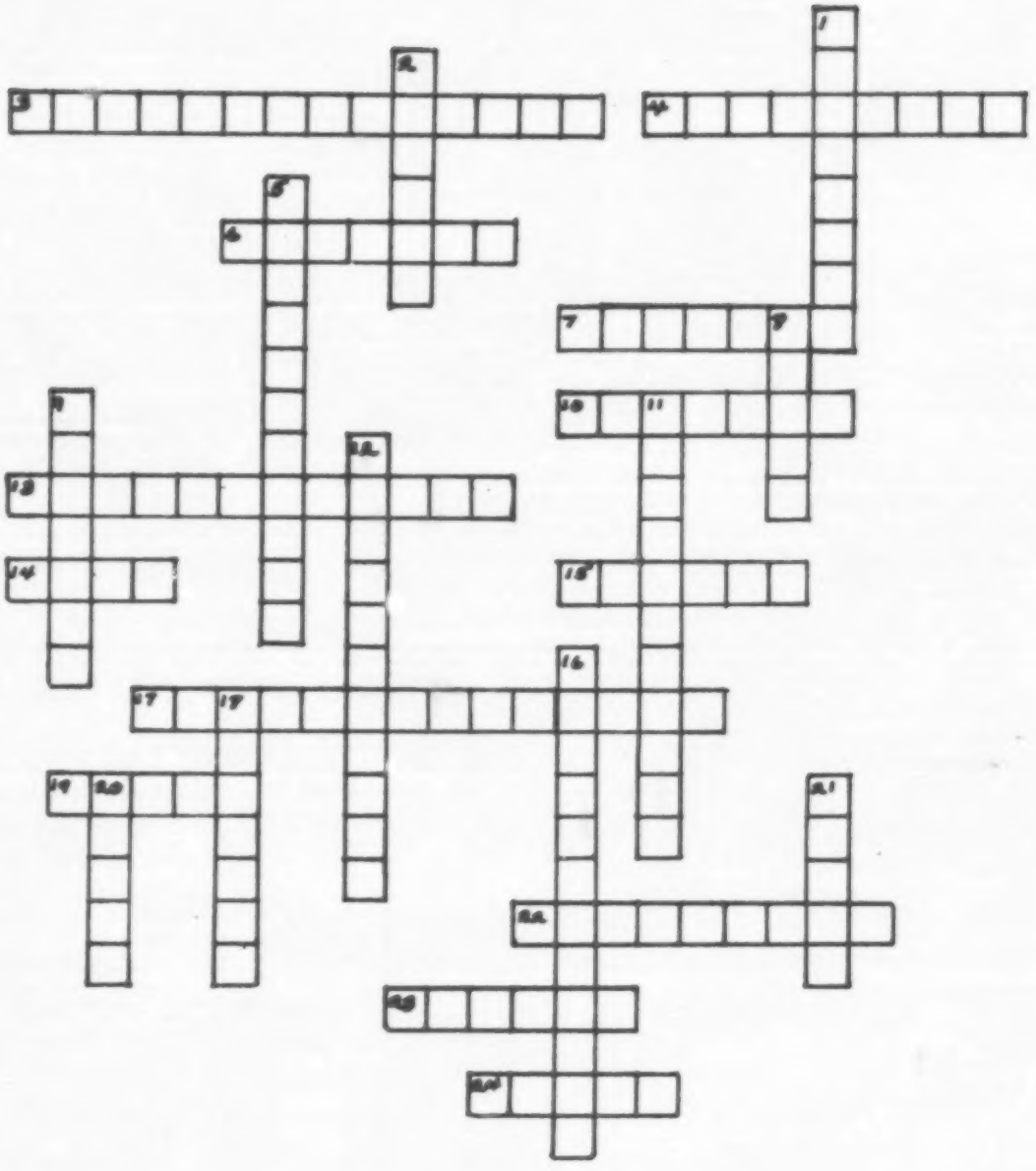
2. Ask students to pretend they have just been invited to move to Disney World to live as a part of a new model Future World Community. Discuss the following questions:

   a. What is something you value that you would want to take with you?
   b. What will be important for you to find out about your new life?
   c. Would you be concerned if you learned that the community did not yet have a plan for government that protected any rights? What rights would concern you most? (List)
   d. What responsibilities should all community members have in relation to these rights?
   e. Will laws be needed? Why or why not?
   f. How will you get laws?
   g. What will happen if people do not obey the laws? Are there several alternatives?
   h. How can the community avoid problems such as child abuse, drug abuse, murder, robbery, etc.
   i. How will good citizens of Future World act?

3. Divide students into groups to work on projects such as mini-murals, a community model or posters advertising for applicants with certain values to become Future World citizens.

Worksheet #15a

Vocabulary Review Crossword Puzzle



Worksheet #15b

Vocabulary Review Crossword Puzzle

Across

3. Someone who acts in place of others
4. Getting a person to agree to give you something by threatening to do harm
6. Taking property away from someone by force or by causing fear
7. Hitting someone
10. Threatening to hit someone
13. All crimes other than felonies
14. Special rules enforced by the police and courts
15. A serious crime punishable by death or imprisonment in the state penitentiary for one year or more
17. What you are expected to do
19. Two or more people who communicate, share ideas about what is important and work together for a common purpose
22. Destroying or injuring private or public property on purpose
23. Property owned by all people together for everyone's use
24. Taking someone's property illegally with the intention of keeping it

Down

1. Breaking in or remaining in a building or vehicle in order to commit a crime
2. What is important to a person
5. What happens as a result of an action
8. Directions that tell members of a group how to act
9. Property owned by individuals or groups for their own use
11. Taking property from a store illegally with the intention of keeping it
12. Everything around us not made by people is natural _____
16. Possible choices
18. People to whom one may go for help are part of a _____ system
20. What you are allowed to do
21. Serious non-accidental injury of children is child _____

Test Sheet #15

What is Valued Most?

Read each situation.

Put an X beside the value that most likely influenced the choice.

1. Billy chose to play Little League baseball rather than take a part-time job after school and on Saturdays.

   _____ a. Having money
   _____ b. Having fun
   _____ c. Being honest

2. Amy decided to study her multiplication facts instead of watching television.

   _____ a. Being entertained
   _____ b. Learning
   _____ c. Being kind

3. Andy had money saved to buy himself a football. He remembered his mother's birthday and the perfume she had been wanting. He decided to buy the football and to make his mother a nice card.

   _____ a. Having things
   _____ b. Being unselfish
   _____ c. Being responsible

4. Jill had just promised to babysit with her little sister when she was invited to go skating with Dee. She told Dee she could not break her promise and go skating.

   _____ a. Being dependable
   _____ b. Being good in sports
   _____ c. Being friendly

5. Judy stopped her bicycle at the STOP sign even though she saw no cars and could have chosen to ride on through.

   _____ a. Doing what is right
   _____ b. Respecting the property of others
   _____ c. Saving time